

THE DEAF AMERICAN

Todd Kibler: Heavy Equipment Operator



Standing tall and proud, Todd Kibler of Maryland, has overcome his deafness in becoming an all-around heavy equipment operator. He is a graduate of the Maryland School for the Deaf. (See feature article starting on page 3.)

18898 NOV89
DR BARBARA BRAUER
7105 MEGAN LANE
GREENBELT MD 20770



Save Our Mother Earth

In the world, we the people are human beings.
We live with the animals
Inside the wild forest are open waters and an atmosphere
Where we can survive.
We are creative and make many useful things,
Useful things make life easy;
Easy life makes joy;
Joy makes life painless;
Painless life make a good future
Good future will always be forever . . .

Also, in the world, we make money;
Money makes trade;
Trade makes divisions;
Divisions make us selfish;
Selfishness makes us enemies.
Enemy makes no peace;
No peace makes war;
War makes everything dirty.
Dirt makes toxic waste;
Toxic waste makes a deadly world
And this can destroy the world.
Destroying the world will never be healing . . .

Beside, Mother Earth keeps us alive—
Alive from organic plants, clean water and fresh crispy air.
It makes us healthy;
Healthy becomes stronger;
Stronger becomes energy;
Energy becomes spiritual;
Spiritual becomes friendly;
Friendly becomes love
Love makes us bring peace to the world . . .

Beside, where will we go for our further future?
Will we, the human being, never come back to earth?
Will the animals never come back, too?
Will the earth be deadly and gone?

Can't we think of saving Our Mother Earth?
Can't we go back to life with natural hard labor?
Can't we make anything without toxic waste?
That is not easy to do, but we need to help each other.
We would save our people and animals!
We deserve our dreams . . .

—SANDRIA G. KASSABIEH

Snow White Christmas

With Christmas so near
Tinsels on fir trees
Signifying cheer
And spirits so free

Snow white
On houses and ground
Bright colored lights
As people come around

My thoughts of you like a fire
Sparkling and twinkling
My heart for you a desire
Bells inside me tinkling

'Tis the season
Looking at you; beaming
Smiles ear to ear the reason
Sometimes I think I'm dreaming

You like me!
On the frostiest night
Then I feel as I be
All aglow like Christmas lights

Good tidings spread
Special greetings
From me and you said
At every meeting.

—PETE SEILER

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THE DEAF AMERICAN

The Deaf American is a quarterly publication aimed at the professional community, as well as at the layman who want indepth stories and articles about topics of interest in the deaf community. Libraries, schools, community centers and other information dissemination sources find *The Deaf American* a convenient source of information for patrons and students.

DISPLAY AREAS

Full Page	7 1/8" x 10"
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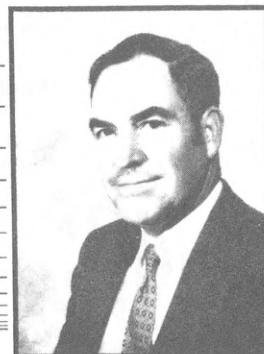
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Editor Jess Smith



CBS TV Network Adds Programs

CBS Television Network has come a long, long way in closed captioning of late. For the 1989-1990 season, CBS has nearly 40 hours of captioned programs per week, including 22 hours of primetime programs.

Initially, CBS was adamant against using existing closed captioning techniques used by the other networks. Deaf TV viewers had scant success in approaching the CBS executives and were vehement in their protests.

Eventually—and happily so—CBS relented. A modest sampling of 13.5 hours per week in 1987 was welcomed by those having decoders. The current primetime closed captioning extends to most CBS major sports events, the CBS Evening, Weekend and Sunday Morning News. CBS stands ready to fund one-third of captioning costs when producers or advertisers underwrite the balance.

Thanks and most welcome, CBS, to the ever-increasing closed captioning programming. We hope our readers will also voice appreciation by writing CBS, Inc., 51 West 52 Street, New York, NY 10019.

Changes in Public Law 94-142?

Apparently Congress is not going to consider changes in Public Law 94-142. Revision of the rules and regulations—and guidelines—seems to be at an impasse. This could be in keeping with the change in administration in Washington, D.C., including new personnel in the Department of Education.

In the meantime, it behooves all of us to stand watch at the ramparts. The push should continue for doing away with the implied continuum in Least Restrictive Environment. Deaf children should not have to suffer in that they must “fail” in mainstreaming before their individual needs are taken into account.

Information Exchange

Deaf Way in Washington, D.C., this past July was a smashing success in every way—attendance, breadth of presentations and participation. Noteworthy has to be international intermingling and sharing of deaf culture/deaf heritage.

While the modern World Games for the Deaf and meetings of the World Federation of the Deaf have provided international competition and association, Deaf Way was different and on a magnitude not hitherto possible. Other countries will, no doubt, sponsor gatherings similar to Deaf Way at frequent intervals.

Achievements and problems are now more understandable. Examples abound when it comes to mutual interests. The world of the deaf has shrunk considerably. Comparison of educational efforts evoked increased concerns. Sign language systems, interpreting and other aspects of the lives of deaf people have a common ground.

Schools for the Deaf Articles

Beginning with our Summer 1989 issue, THE DEAF AMERICAN revived the once-popular series of articles about schools for the deaf in the United States. Nebraska School for the Deaf—and because of its centennial observance—was the subject of the first article.

In this issue are articles about the Kentucky, North Carolina and Ohio Schools for the Deaf. Other articles are ready to get into print.

Coordinating preparation of such features is Fred P. Yates, Jr., 442 Mountain View Drive, Staunton, VA 24401. Mr. Yates, a retired educator who was principal of the Virginia School for the Deaf, is well qualified in this area of journalism.

Articles should not exceed five doublespaced pages in length. Pictures, both historical and current, are sought. Captions for pictures should be typed and affixed to their backs.

Deaf heritage connected with a school is especially appealing. Anecdotes add to reader interest. Many schools have museums which lend themselves to the focus of articles.

RID Observes Its 25th Birthday

The Registry of Interpreters for the Deaf observed its 25th birthday this past summer. From its modest beginnings at the workshop on interpreting held at Ball State University, Muncie, Indiana, in June 1964, the RID has come a long way.

To be true, the RID has had growth pains. As a professional organization, it still has problems. Recruitment and training of interpreters still has not met the ever-increasing needs. Evaluation procedures and certification are often criticized. So are fee schedules.

All in all, however, formation of the RID was a great step forward. To give deserved credit to the countless individuals who have played key roles in the furtherance of the organization would entail an almost endless list. We will leave it to others to provide a detailed history of the RID's first quarter of a century, but we extend our congratulations on the attainment of such a milestone.

Todd Kibler: Heavy Equipment Operator

Job Opportunities For The Deaf Obtaining Your Dream

By DIANE M. MORRIS

Ervan and Doris Kibler have three children, one of whom, Todd, was born genetically deaf. One can immediately feel the strong family ties in the presence of the Kibler family. Like most families with a deaf member, they communicate with one another through the use of American Sign Language, and personal family signs, but most importantly lots of smiles and hugs are passed around. The respect and love they have for one another has given their children good self esteems and confidence to try whatever interests them.

Like most children, Todd envisioned growing up and joining the work force. The fact that Todd is deaf has never stopped him from believing he can do whatever he sets his mind to. From a young age, Todd loved to think about driving big trucks and bulldozers. He would play outside in the dirt with friends, only they were playing and Todd was preparing himself for the real thing.

At the age of 10, Todd surprised his teachers at the Maryland School for the Deaf by operating a back hoe and helping with a renovation project. He still remembers the looks on his teachers faces when he showed them he knew what to do.

It wasn't until Todd was 18 years old that he could officially begin work and become what he dreamed of—an Operating Engineer. Though state laws vary, the State of Maryland re-



"Friendly and cheerful"—that's how Todd Kibler is described by those who work with him.



Good eye, hand and foot coordination are essential on the job—for Todd and any operator of complex heavy equipment.

quires a Class A Operating License for this type of work and a minimum age requirement of 18 years.

Because Todd is deaf, he contacted the Motor Vehicle Administration prior to taking the exam. Per his request, an interpreter was made available. The interpreter signed the questions to Todd and Todd responded in sign. The interpreter then voiced the response to the testing officials. Interpreters for license tests are now provided at no charge to the deaf community by the State of Maryland.

Now that Todd is 24, he has worked in the field for six years and drives all of the equipment he dreamed of: shovels, cranes, tractors, bulldozers, pile drivers and concrete mixers, and even Mack trucks.

While a few of the individuals Todd works with know sign language, they also rely on hand and flag movements to communicate. Signs such as **stop**, **go**, **up**, **down**, **fast** and **slow** are



Todd prepares a chain hook-up to tow a construction truck up a mud hill.

easy to pass on and sometimes used between two hearing workers since the equipment can be noisy.

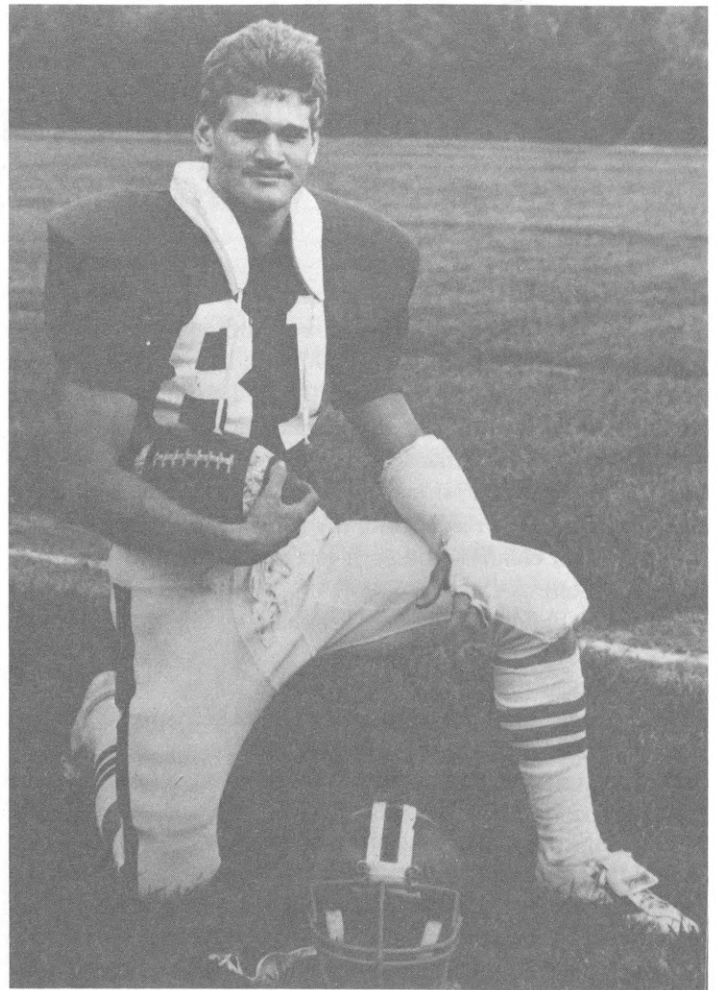
Like Todd, equipment operators must be healthy and strong and have a good temperament to withstand dirt as well as changing weather conditions. It is also important that the operator have excellent mechanical aptitude and skillful coordination of eye, hand and foot movements.

Todd advises anyone interested in this field to apply directly to manufacturers, utilities or contractors who employ operating engineers. Apprenticeship programs through construction contractors and the building trade are also available. Information on such programs can be obtained from school vocational counselors, the Bureau of Apprenticeship and Training, U.S. Department of Labor, and the local office of the state employment agency.

Wage rates vary according to the area of the country and also according to the machine being operated. The wage scale for operating engineers for the year 1988 was reported at \$23,504. The wage scale for graders, bulldozer or scraper operators for the year 1988 was reported at \$20,332. These figures are in a median salary range and were obtained from the Bureau of Labor Statistics.

Workers in construction have many opportunities for advancement. In this largest of all industries, there is such a great diversity in the character of operations, in the size of units and in their geographic dispersion that no ambitious and capable worker need get in a rut.

Currently there are 576,000 operating engineers or equipment operator positions within the United States. Factors such as gains in population and the number of households, and move-



Todd Kibler played varsity football for Maryland School for the Deaf and also participated in wrestling.



Todd and wife Michelle. They were married on June 21, 1985. Michelle also attended MSD and now works at a bank in Westminster, Maryland.



Digging foundations for new homes is relatively easy with a shovel this big.



Heavy equipment engines sometimes need squirts of starting fluid, as do ordinary motor vehicles.



Notice the name on this truck? It doesn't say "MACK."



Riding high! No mistaking who's at the wheel of this big truck with its identifying sign—KIBLER Excavating Cont., Westminster, MD.

ment of people from rural to metropolitan areas, the increasing shift of families from the cities to the suburbs, and, at the same time, the revitalization of urban centers, expanding outlays by federal, state and local governments for many types of constructions, as well as advancing levels of personal and corporate income, will mean the continuation of construction of highways, schools, hospitals, airports, water and sewer systems, conservation and development projects, national defense facilities and other entities.

Ups and downs in the economy, however, can cause temporary slumps in this industry. Job openings are most plentiful in the spring and early summer in many areas. Though there is a chance this field of employment may see a decrease by the year 2,000, the fact remains, as long as we have construction needs, we will need individuals to operate large construction equipment, and jobs should be plentiful over the long run for qualified applicants.

Though this might not be a job area that would interest everyone, it should not be eliminated from the job possibilities of the deaf. With the assistance of an interpreter to obtain any local or state licenses and an interest in working outdoors with large equipment, a deaf individual can become an equipment operator and possibly obtain a dream as well.

Additional sources of information:

Associated General Contractors of America, Inc.
1957 E. Street, N.W.
Washington, DC 20006

International Union of Operating Engineers
1125 17th Street, N.W.
Washington, DC 20036

Deaf People As Entrepreneurs

By ROBERT I. HARRIS, Harris Communications

In the last few years we have witnessed a growing number of deaf people entering into their own business as entrepreneurs (note 1). According to Gary Viall, a hearing impaired employee at the U.S. Small Business Administration, Washington, D.C., there are about 100 deaf people in the nation today who make their living as entrepreneurs. Viall reported that this number is an underestimate of the number of individuals with hearing impairments who are self-employed. Such a small number is discouraging and may lead one to assume that we should not encourage young hearing impaired individuals, especially those in postsecondary programs, to consider choosing their career as entrepreneurs. Or, should we approach this problem as a challenge just like the way entrepreneurs approach problems as a challenge. I happen to be the person who sees this problem as a challenge. Statistically speaking, I believe that there ought to be a percentage of a given population—be it white people, women, minority people or disabled people—who have personality traits that would prepare them for a successful entrepreneurship. It is another way of saying that there ought to be a percentage of people with hearing impairments who may have similar personality traits that would prepare them for a successful entrepreneurship.

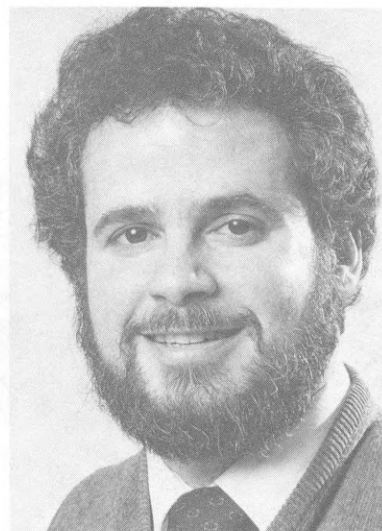
MYTH: Deaf People Cannot Be Entrepreneurs

Should anyone of you—faculty personnel, DVR counselors, career counselors, parents, career educators and/or deaf people, feel that it is very difficult, if not impossible, for any deaf person to succeed as an entrepreneur, it is a legitimate understanding for a very good reason. The reason is that many people do not dare to challenge this myth that deaf people cannot be entrepreneurs. It is time that we take the leadership to challenge this myth and plant some seeds in people's minds that deaf people can succeed as entrepreneurs. Time is ripe for the change of attitude. It took Gallaudet University 124 years before the Board of Trustees finally listened to students' protests and demands that a deaf president be appointed. It happened now because students as well as many other groups of supporters believe that a deaf person can do a good job in presiding over the institution. The same thing can be said for deaf people who aspire to go into business as entrepreneurs.

CHALLENGE: Deaf People Can Be Entrepreneurs

As mentioned above, Gary Viall reported about one hundred deaf people are making their living now as entrepreneurs. The types of their businesses reflect a cross section sample of the businesses hearing people are running. Presented below are the businesses deaf people now own: tool manufacturing, monogramming, furrier, automatic transmission repairing, visual sign language production, pallet furniture, restaurants, cookie making, remodeling, sales distribution, microcomputer serv-

This article was a speech presentation at the 1988 Third Biennial Regional Conference on Postsecondary Education for Hearing Impaired Students, April 18-20, 1988, Knoxville, Tennessee. Conference sponsors were the University of Tennessee and the Gallaudet Regional Extension Center at Flagler (Florida) College.



SUCCESSFUL ENTREPRENEUR—Robert I. Harris, founder and owner of Harris Communications, Minneapolis, Minnesota.

ice, masonry, upholstery, publishing, stained glass, financial planning, motel management, camp/resort, movie production, veterinary medicine, mail order, welding, shoe repair, lifecall dealership, optometry, cost consulting, real estate, door selling, greenhouse operator, car wash, courier delivery service, dentistry, flower shop, general store, handicraft vendor, lawn/snow plowing, garbage service and farming.

Profiles of Deaf People as Entrepreneurs

Information regarding the profiles of deaf people as entrepreneurs is scanty for obvious reasons. Research literature is lacking about deaf people as entrepreneurs. Although much literature has been published about career planning for deaf students, nothing has been organized in a systematic manner to offer deaf students exposure to the world of entrepreneurship. Only very recently—probably in the last two or three years—did we witness the new establishment of a School of Business Administration and Management at Gallaudet University to offer graduate degrees to deaf students. It is anticipated that in the next few years we will witness a growing number of published articles about deaf people pursuing business careers. For the present moment, the only information available about deaf people as entrepreneurs is selected profiles featured in newspapers and magazines for the deaf and the information I have through my personal contacts.

The list of businesses owned by deaf people as presented above can be broken down into two categories of entrepreneurship: a) entrepreneurships with a primary focus in marketing services or products to normal hearing people or general populations and b) entrepreneurships with a focus in marketing to hearing impaired people and other people in the deaf community. Each category of entrepreneurship presents its own advantages and disadvantages for hearing impaired business owners.

Details regarding each category are presented below:

Entrepreneurship in the Hearing World

Communication Barriers Secondary to Hearing Impairment

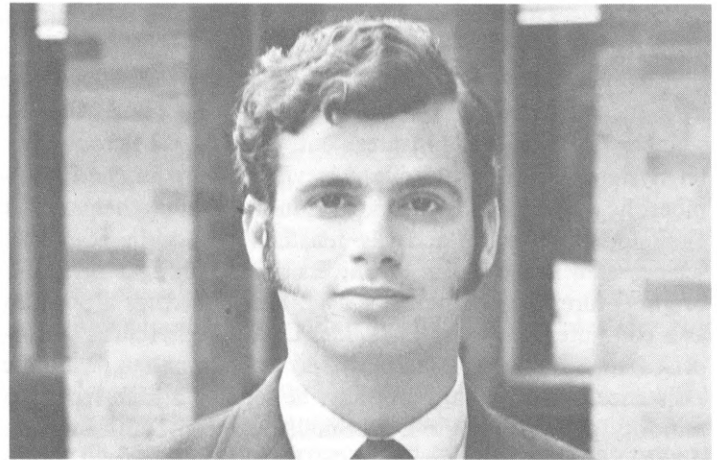
Primary problems encountered by deaf people who founded their businesses in marketing their services or products to normal hearing people or general populations are communication barriers secondary to their hearing impairment. For example, because they cannot hear, they are not able to answer incoming voice calls. As an alternative, they have to spend extra monies to hire a hearing person as a phone interpreter/secretary to answer incoming voice calls as well as making outgoing voice calls. As a rule of thumb, it costs a deaf entrepreneur approximately \$10,000 to \$20,000 more annually than normal overhead costs to run a business because of the need to hire a hearing person as a phone interpreter/secretary to cover the voice calls. This person may also be needed for person-to-person meetings as an interpreter. Some deaf business owners who run "Ma and Pa" businesses, such as lawn service, upholstery, masonry, snowplowing or shoe repair, tried to minimize the overhead costs for needing a hearing person to answer voice calls by contracting with a private answering service and installing a TDD there to set up a dual relay system. Other deaf owners have their wives, husbands or children who have normal hearing to answer voice calls for them. A very few deaf business owners were able to generate sufficient revenues of income to afford hiring a full-time person as an interpreter/secretary who has sign language skills and who can answer or make phone calls.

Career education and Career Planning

For many years until recently, deaf people have very limited access to career education and career planning about business opportunities as entrepreneurs because of a lack of support services for the deaf in postsecondary institutions. In the last ten years we have witnessed a mushroom growth of career education and career planning programs for the hearing impaired along with interpreting services available in several postsecondary programs to make it possible for a selected number of hearing impaired students to undertake courses in business-related fields, such as accounting, financing, retailing, marketing, economics and the like. Although many of the students have secured jobs as employees in those fields, very few of them were able to pursue further to become entrepreneurs or to risk entering into business entrepreneurs because it requires monies to hire a hearing person to remove communication barriers.

UPDATE

Robert I. Harris, who presented this article on deaf entrepreneurs, now has 2.5 full-time employees. He continues his part-time practice as a licensed consulting psychologist for Hennepin County Mental Health Center working with hearing impaired individuals. Harris is a board member of Minnesota Association of Deaf Citizens; member-at-large, Minnesota Council for Hearing Impaired; member, Advisory Council to the Minnesota Chemical Dependency Program for Hearing Impaired Youth; member, Advisory Council to the Metro Regional Service Center for Hearing Impaired; and treasurer, Deaf Professional Associates.



COLLEGE GRADUATE—This picture was taken when Robert I. Harris received his B.A. in psychology from Lake Forest College in June 1970.

Networking

We have heard such phrases like "old boys" network. Hearing entrepreneurs have often mentioned that their businesses would not have survived if they had not had access to their long-term network of colleagues and friends from their high school and college years. They often depend on word-of-mouth through their friends and relatives for soliciting business purposes. Also, they often pick up referrals and sales leads through person-to-person contacts at local chamber of commerce business hours, local workshops, local business association meetings and the like. Deaf people do not have this advantage. They must find alternative ways of marketing to succeed as entrepreneurs. A good example would be a mail order business in which networking would not be needed.

Job Restricting

Because of the nature of hearing impairment on a person's ability to succeed as an entrepreneur, he or she may need to restructure job duties so that each person's skills could be utilized in the most cost-effective manner. Therefore, the need to hire an interpreter to answer or make phone calls or for person-to-person meetings could be made as minimal as possible. For example, a deaf entrepreneur may wish to devote more of his or her time in accounting, marketing planning, reviewing financial reports and the like and hire a hearing person to devote more of his or her time in telemarketing or making field trips for marketing purposes.

Business Opportunities

Hearing impaired individuals desiring to go into business as entrepreneurs are at a disadvantage in taking advantage of business opportunities because they do not have access to the "old boys" network. As mentioned above, many of the deaf entrepreneurs run the "Ma and Pa" business. A very few of them were able to expand their business and therefore be able to hire a sufficient number of employees. For those deaf people who want to expand their business, they must be ambitious, persistent and hard-driving to pursue every business opportunity through reading business newspapers and journals, taking business-related courses to upgrade their skills and knowledge and attend business network meetings with the use of an interpreter.

Selected Cases of Successful Deaf Entrepreneurs in the Hearing World.

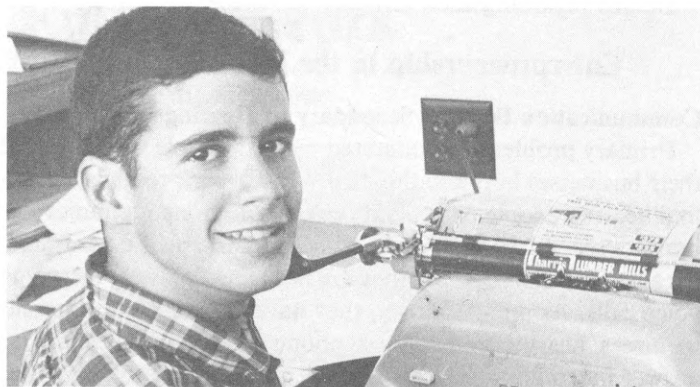
Presented below are a select few cases of deaf people who have succeeded as entrepreneurs in the hearing world (note 2).

John Yeh, founder and president, Integrated Microcomputer Systems (IMS), Rockville, Maryland. Born in the Philippines, he received his Bachelor of Education in mathematics at Gallaudet University and his master's degree in computer science at a nearby hearing university. He thought he had a bright future as a computer analyst. He applied for a position as a computer analyst at Gallaudet University. He was so surprised that he did not make it. As an alternative, with the assistance of his hearing brothers, he secured a loan from the minority program in the U.S. Small Business Administration (SMA) to found his company IMS. He used the concept of job restructuring to utilize the maximum of his brothers' hearing for marketing purposes while he devoted most of his time to overseeing his company. Furthermore, he took the advantage of being a minority vendor to bid on many government awards. Eventually, his company grew to unprecedented heights. He hired many hearing impaired employees. Thanks to the ongoing contacts between hearing impaired and normal hearing employees, communication barriers have become much less existent. Total sales are over 20 million dollars. Mr Yeh has won several honors for his achievement as a successful entrepreneur. His business profile was featured in many regular newspapers. He is in high demand as a speaker across the nation to offer role modeling conditions to inspire deaf people to succeed as entrepreneurs.

Mike Crago, owner, ABC Sanitary Services, Sioux Falls, South Dakota. His work experience included a job as a houseparent at a school for the deaf and a job as a factory assembler. He did not like having to report to work on a rigid time schedule. Also he did not like being told what to do. As a result, he founded his own business in 1979 providing sanitary services. In the beginning, his neighbor answered all voice calls for him. Now, incoming voice calls are handled through a dual message relay service center by the Communication Services for the Deaf in Sioux Falls. He provided assistance to his friend William Christiansen in establishing a similar business.

David Soukup, owner, Soukup Services, Sioux Falls, South Dakota. He worked for many years as a meat packer for the John Morrell Company in Sioux Falls. However, he established his own moonlighting business as a snowplower in 1979. A few years later, he added his lawn care services. His wife, who has normal hearing, answers all incoming voice calls for his business purposes. Now, he is running his business as a full-time entrepreneurship. He has hired several deaf people as seasonal workers.

James Ernst, owner, Jim's Lawn and Landscaping Service, Minneapolis, Minnesota. He worked in a spicer heavy axles factory for four years before he was laid off. Job hunting efforts were not successful. He took the risk in establishing his own business offering lawn services in 1981. During the winter months, he offered snowplowing services. His business went well. Last year he added a new landscaping service. Incoming voice calls are answered through a private answering service which relays the messages via TDD to him. He has hired some



HIGH SCHOOL DAYS—While in high school, Bob Harris worked for his father summers. Note the newspaper ad in the typewriter—"Harris Lumber Mills." Harris notes that he picked up his dad's skills in advertising, which still stand him in good stead.

deaf people as seasonal workers.

Mele Reekers, owner of a farm, Sheldon, Iowa. He worked for many years as a service/maintenance worker for the McDouglas Company in St. Louis. He was never happy there. He grew up on a farm with his parents. Thanks to his wife's understanding and generosity, he bought out his father's farming business and commuted between St. Louis, as his home residence with his family, and Sheldon, Iowa, to work in the farm business. He is very happy with his farm business. He is able to take his family to many places for vacations between his farm harvesting schedules.

Entrepreneurs in the Deaf World

A New Dimension in the Business World

Only the the last ten years do we witness a small growing number of deaf people going into business as entrepreneurs with a primary focus of marketing their services or products to hearing impaired people and other people involved with deafness-related fields. For example, they took advantage of their communication expertise in sign language, their knowledge of deafness, deaf culture and deaf community and their "old boys" network from their high school and/or college years with their deaf friends to take risks and start their new careers as entrepreneurs. Examples of deafness-related entrepreneurs are sales distribution firms (TDD, signalers, decoders, assistive devices, etc.), service centers in repairing adaptive equipment (TDDs, signalers, decoders, etc.), ILY merchandise manufacturer, ILY merchandise vendors, sign language book publishers, publishers of newspapers and magazines for the deaf, producers of videotapes on sign tutoring/instruction services, producers of videotapes on sign language and deaf culture and retailers of services on biculturalism and bilingualism.

There have never been better opportunities for deaf people to go into business as entrepreneurs in the deaf world than today. Several events have happened over a period of time in the last two decades which have contributed to today's ripe business climate for deaf people as entrepreneurs. First, thanks to the National Theatre of the Deaf in the early 1970's, hearing people for the first time were becoming a little more educated about

deaf people in a positive way. As a result, more hearing people were positive about sign language. Second, available federal grants made it possible for the National Association of the Deaf to establish a communication skills program with a primary focus of offering sign language classes to many hearing people across the nation. Third, the concept of interpreting was born in the 1970's. As a result, opportunities for deaf people to mainstream in the hearing society have become much more accessible through interpreters as communication messengers. Fourth, high technology, such as TDDs, signalers, wake-up accessories and decoders, has greatly contributed to deaf people's ability to live independently. Fifth, the recent movement of deaf people affirming their rights as first class citizens has won approval from many hearing people. Deaf students' recent protest at Gallaudet University with the end result of the Board of Trustees appointing a deaf president is a good example. Sixth, a rapidly growing number of deaf people have obtained advanced degrees in many fields and have been able to secure managerial, administrative and supervisory positions. Seventh, a rapidly growing number of states have passed legislation to mandate the provision of 24-hour, everyday statewide message relay systems. It contributes to the maximum access of deaf people to the hearing world and vice versa through telecommunication means.

All of the aforementioned events have contributed to much greater demand today for hearing people to access deaf people through the use of TDDs, interpreters and sign language. For example, hearing people need to purchase TDDs to access deaf people. They need sign language classes to be able to communicate with deaf people. Also, other hearing people need to purchase interpreting services to access deaf people. No one else can do a better job of meeting this demand than the deaf people themselves. They have communication expertise (i.e., sign language), sensitivity to deaf people's needs and their culture and knowledge about deafness and the deaf community. They can take advantage of their special assets and credentials to open up their new careers as entrepreneurs to market their services and/or products to both deaf and hearing people in the deaf community.

A Word of Caution

As mentioned above, there have never been better opportunities than today for deaf people to consider entrepreneurship in marketing their services and/or products to people in the deaf community (including hearing people involved with deafness-related fields, hearing friends and hearing relatives). However, they should acknowledge that some hearing people with deafness related credentials have already taken advantage of their credentials to go into business as entrepreneurs in the deaf community. Dr. Harlan Lane, Professor of Psychology at Northeastern University in Boston and a noted author in the field of deafness who wrote many articles about oppression of deaf persons by the hearing majority, expressed his concerns in the January 1988, article in the *Deaf Community News* (note 3) about the financial exploitation by hearing people on the deaf market. He was quoted as saying:

"In recent years, the deaf community has also become a market . . . they buy hearing aids, captioning devices, teletypewriters, speech therapy, audiology, rehabilitation

and interpreting services, education and more . . . I estimate that the deafness market of products and services aimed specifically at deaf people in the United States is about two billion dollars annually.

The important thing to notice about this market is that it is controlled by hearing people."

A good example of financial exploitation by hearing people on the deaf market is the way statewide TDD distribution programs are established. Many states in their TDD distribution programs purchase bulk volumes of TDDs and telephone ring signalers manufactured by hearing people. Many hearing impaired dealers are bypassed. However, things can be changed. One good example is the deaf business community's lobbying effort in Minnesota, which resulted in modifying the original legislative bill on the statewide TDD distribution program to protect deaf dealers' private enterprise. The modification is the addition of a duty to a list of duties imposed on the board to require that a study be conducted of economic impact of the TDD distribution program on private enterprise. Should the study indicate that the TDD distribution program would harm deaf dealers' TDD businesses; the board must develop guidelines to purchase some communication devices from deaf dealers. It is encouraging to note that some deaf business leaders in a few other states are following up the Minnesota deaf business community's lobbying efforts. Deaf business leaders must organize well to lobby and advocate for such legislation acts which would enhance deaf vendors' ability to participate for a fair share in the TDD distribution market.

Problems Encountered by Deaf Entrepreneurs in the Deaf World

As mentioned above, deaf people can take advantage of their deafness-related credentials and skills to take a risk in opening up their own entrepreneurship to market their services and/or products to both deaf and hearing people in the deaf community. In the meantime, they should acknowledge that there are potential problems which may adversely affect their ability to succeed as entrepreneurs. Such problems are demographic considerations, unusual overhead costs secondary to hearing impairment and keen competition.

Demographic Considerations

Deaf people must recognize the fact that only a very small percentage of the general population is hearing impaired. It would not be economically feasible to open a storefront operation to sell TDDs, decoders, signalers and wake-up accessories in a small town. It can be done only in a large metropolitan area like Dallas, New York City, Washington, D.C., Los Angeles, Chicago, San Francisco and the like. However, some deaf vendors from small towns have been able to succeed through alternative means of marketing, such as mail order and phone order advertising. Second, because of demographic considerations, it is not possible for a successful deaf entrepreneur to expand his or her company to hire more than a handful of employees. Third, deaf people must realize that if they want to expand their business to unprecedented heights, they would have better luck in marketing their services and/or products to the people in the hearing world.

Unusual Overhead Costs Secondary to Hearing Impairment

Deaf entrepreneurs do not need a hearing employee to market their services and/or products to the deaf people and hearing people who have access to TDDs or who can sign. However, if they want to increase their revenues or sales, they must market their services and/or products to the hearing people who do not know sign language. Such people may be potential students in sign language classes, service providers in nondeafness-related fields, hearing friends and relatives, local and state government agencies, hospitals and clinics, doctors, attorneys, insurance agents, banks, investment brokers, etc. The ability to access those hearing people is accomplished by hiring a hearing person to perform any of the following duties: a) answering incoming voice calls, b) making outgoing voice calls, c) taking phone orders by voice, d) interpreting for a deaf entrepreneur in person-to-person meetings and/or in a telephone conversation, e) staffing a booth in a convention like a hearing and speech association convention and f) soliciting new dealers and/or new customers through telephone by voice. The annual total cost in doing the aforementioned duties may be \$10,000 as a minimum and may be as high as \$20,000.

Keen Competition

Because of the demographic aspects of deafness, there is not a sufficient demand to create more than a limited number of business opportunities for deaf people to open up their career as entrepreneurship in marketing their services and/or products to the people in the deaf community. Deaf people must evaluate whether the demand is sufficient to make it possible for them to succeed as entrepreneurs. For example, in a large metropolitan area like New York City, Chicago, Philadelphia or Washington, D.C., it is possible for more than one deaf entrepreneur to succeed as a TDD distributor. However, in a smaller town, only one TDD dealer may be able to succeed. Another consideration is the need to acknowledge the keen competition among deaf vendors at a convention for the deaf. For example, the National Association of the Deaf offers the best marketing opportunities for exhibitors to showcase their service and/or products to deaf people at its biennial convention. Deaf vendors must feel comfortable with the atmosphere of keen competition. As long as they share a common belief that they are entitled to have access to business opportunities in an American manner and that they support each other's efforts to succeed, they would in the long run contribute to a positive image of deaf people as business leaders in the deaf community. To quote a local vendor in the January 1985, *Silent News*: "If a deaf community is to prosper, it needs entrepreneurs who are deaf to enhance the positive image of deafness."

Selected Cases of Successful Deaf Entrepreneurs in the Deaf World

Presented below are a selected few cases of deaf people who have succeeded as entrepreneurs in marketing their services and/or products to both the deaf and hearing people in the deaf community (note 4):

Terry J. O'Rourke, founder and chairman, T.J. Publishers, Silver Spring, Maryland. He had many years of experience as a teacher for the deaf, sign language instructor, coordinator of workshops on deafness, speaker, writer and comedian. One day,

he recognized his skills which would prepare him for a successful entrepreneurship. As a result, he founded a publishing company to publish books on deafness and sign language. Book sales were so successful that he went ahead and produced videotapes on sign language and deaf culture to generate additional revenues of income to his company.

Louis Schwarz, founder and president, Schwarz Financial Concepts, Silver Spring, Maryland. Although he began his career as a chemist, he moonlighted as an insurance agent for the National Fraternal Society for the Deaf. After many years of experience as an insurance agent, he decided to undertake a number of courses to prepare him for licensing as a certified financial planner. He became the first deaf person to pass a very rigorous series of examinations to become a Certified Financial Planner. He also holds several other licenses to permit him to buy and sell securities for his clients. He writes a regular column on financial advice in *The Broadcaster*—monthly newspaper of the National Association of the Deaf. He is in high demand for workshops to educate hearing impaired people about investing monies in stocks, mutual funds, bonds, retirements plans, etc.

Steve and Dorothy Brenner, founders, Potomac Telecom, Inc., Rockville, Maryland. Steve has worked for many years and continues to work as a full-time physicist for a federal agency. He also had been a TDI agent for many years servicing and reconditioning teletypewriters for the deaf. Dorothy was busy as a full-time housewife. In the late 1970s, Steve was consulted by an engineer who asked him for his critique of a TDD prototype. Steve responded positively. As a result, Steve was asked to distribute TDDs. Hence, he and his wife founded a sales distribution firm with a national network of more than 100 dealers. Their company sales went over a million dollars a few years ago. Currently, Dorothy is the president of the company and Steve is the marketing director. Steve continues his expertise as a service/maintenance technician in repairing TDDs and signalers. Today, their company is the largest Ultratec TDD/signaler distributor in the nation.

Lee Brody, founder and executive director, Phone-TTY, Inc. He made his fortunes in the real estate business and investments. As a hobby, he founded a private non-profit organization, Phone-TTY, Inc., in 1969 for servicing and reconditioning donated teletypewriters. In 1979, he invested his monies in research and development to manufacture acoustic coupler modems and signalers for the deaf. In the last few years, he added monies for his research and development division to manufacture computer modems. His organization also distributes TDDs and decoders. He is the number one Krown TDD distributor in the nation.

Paula Bartone, publisher and editor, Voice, Dallas, Texas. She is hard of hearing. She noted that although there are several magazines for the deaf, there is no magazine available for the hard of hearing. She started her own business as a publisher and editor of a local newsletter for the hard of hearing called VOICE. In the last few years, she had progressive hearing loss which forced her to make some adjustments in her life. As a result, she became very interested to learn about the deaf community and the deaf culture. Eventually, the content of her magazine for the hearing impaired changed to meet the needs of both the deaf and hard of hearing people. Now the maga-

zine, VOICE, is the magazine for the hearing impaired people. She admitted her difficulties in surviving her publishing business because of undercapitalization and cash flow problems. Thanks to hard work in soliciting advertising dollars from companies who manufacture or distribute adaptive equipment for the hearing impaired, she was able to obtain minimally adequate revenues of income to cover the overhead and personnel costs.

Julius Wiggins, founder, *Silent News*, Buffalo, New York. He was probably the first deaf person as an entrepreneur to publish a newspaper for the deaf. His newspaper is the most popular newspaper for the deaf. Virtually all of his editorial staff are deaf. He has nearly 9,000 paid subscribers. He also solicited a great deal of dollars from many advertisers who manufacture and/or distribute adaptive equipment for the deaf. He also owns a furrier company making fur and mink coats.

Howard Haines, founder and president, Nationwide Flashing Signal Systems, Silver Spring, Maryland. Although he worked for many years as a printer for a company, he had a wide range of experiences as a small businessman, such as repairing television sets and other electronic parts. In 1976, he started his own business as a manufacturer and a distributor of signaling systems for the deaf. He operated his business from his home basement. A few years later, his sales were successful enough to give him a sense of confidence to expand his business by moving out from his home basement office to a storefront operation in a business district. He has hired several employees to work with him. Today, his company has become a successful retailer and service center. His service center has been certified as an authorized service center for many manufacturers who make adaptive equipment for the deaf.

David Rosenbaum, founder and president, Eye Festival Communications, Hollywood, California. Born in Melbourne, Australia, he moved to the United States in 1977 to major in English at Gallaudet University in Washington, D.C. He formerly worked in journalism and public relations positions at both the university and the National Association of the Deaf in Silver Spring, Maryland. In 1983, he founded a public relations and advertising firm specializing in the deaf market. He has a staff of seven people, all deaf, working in various areas: publishing, public relations, advertising and manufacturing. Manufacturing is David's sideline to market a line of products that employs flashing lights to take the place of bells and buzzers used in doorbells, telephones and smoke alarms. Mr. Rosenbaum described his company as the realization of a long-term plan to go into business to fill a void in communications in the deaf community, both from within and without. His business profile was featured in the *Los Angeles Business Journal* (August 10-16, 1987).

Autobiographical Sketch of a Deaf Entrepreneur

Introduction

Literature is lacking regarding a study of factors which contribute to deaf people's decisions to undertake a risk by establishing an entrepreneurship. Alternatively, an autobiographical sketch of a deaf entrepreneur is presented to offer readers an opportunity to generate hypotheses about a profile of personal-

ity traits, education and family background and work-related experiences which may shed some light regarding deaf people's decisions to become entrepreneurs.

Educational and Family Background

I was born in Chicago as the first child to hearing parents of Jewish descent. My father wanted to go to school to become an attorney. He did not have enough monies to go to school. Right after my birth, the family moved to Milwaukee where my father worked as a general manager for his uncle in a lumber company. I lost my hearing (profound loss) at eight months old due to spinal meningitis. My hearing loss was not diagnosed until two years of age. My mother had no access to resources for the deaf about how a deaf child should be educated. She did a lot of library research at the University of Wisconsin-Milwaukee. She learned about the John Tracy Clinic correspondence program and followed up on it. I had a private speech tutor at age two years. I attended a public school class (Atwater Public School in Shorewood—a Milwaukee suburb) for the deaf at age four years. I was mainstreamed in a few classes, such as gym, arithmetic and art. The nearby high school did not have any support services for the deaf. My parents, especially my mother, had to organize a parent group for the deaf to demand that the school board hire a resource teacher for the deaf for the high school program. When I went to Shorewood High School, I was fully mainstreamed. I did not have any interpreter or notetaker at all. I did not understand regular teachers at all. I was really bored and very restless. I had often requested that I be excused from regular classes to go to the library to do some reading. Teachers would never excuse me. I was very angry. I often complained to my parents about how much time I had wasted in regular classes. The most exciting part about the high school program was a homeroom class where I joined other deaf students with a resource teacher for the deaf. I had a lot of fun in the class because I was able to communicate with my deaf friends. Also, I recall that it was difficult for me to understand English in regular classes. I had tutorial assistance from the resource teacher for the deaf to understand the course work for my English class. I was very active in sports and participated in basketball, cross country, football and track and won several let-



HARRIS FAMILY—Rachel, 6; Wife Evie; Robert; Raymond, 3.

ters. My excellence in sports gave me a sense of confidence and an opportunity to win the respect and friendship from hearing classmates.

I also recall that I picked up a lot of things which contributed to my pre-business personality traits. In 1959, my father established his own entrepreneurship as the president of a new lumber company. He told me that he did not get along well with his uncle. He was not happy being told what to do in his work for his uncle. He wanted to be his own boss. On many Saturday mornings, my dad worked in his executive office. I had always admired watching my dad work in his executive office. As I got older, I worked for my dad for many summers during my high school years and the first two years of college. I learned very quickly that there was no future for me as a businessman. My speech was never intelligible. There were no TDDs, interpreters, dual message relay systems or television decoders. That was about 30 years ago. I did not see how I could communicate with hearing customers or hearing employees at my father's office. I also recall that I often enjoyed reading my dad's newspaper advertisements every Sunday. It was always a full page in the home section. This experience may partly account for my current interest in advertising as part of my current TDD distribution business. In addition, my mother's family owned a paper company. Seven relatives owned varying percentages of this company.

In my high school years, I recall that my dad was always concerned about my career plans. He tried to look for information about work profiles on deaf people. He wrote to AGBAD and received the information about deaf oralists' employment profile. I was really impressed with the photos of those deaf oralists and how successful they were. One was a clinical psychologist, another was an architect. The others were a rehabilitation engineer, a physicist and a dentist. My dad was hoping that because of his lumber business, I would pursue studies in architecture. I never liked the artwork. I did not like working with my hands. I was people-oriented, I loved to be with people. I was attracted to the idea of becoming a clinical

psychologist for several reasons. My father's brother was a psychoanalyst and wrote several books. My aunt was a social worker. I was lonesome and isolated in the hearing world. I thought I could make up for my lonesomeness by becoming a clinical psychologist so that I would always be there communicating with deaf people.

I also recall that I had pre-business experiences as a boy. My deaf friend and I started a charcoal light business because his father owned the oil company which distributed oil and charcoal lighters. We talked a lot about how to become a very successful businessman. I also tried to earn additional money by washing cars and mowing lawns.

When I was ready to go to college I was fed up with being in the hearing world. I had heard about Gallaudet University from a deaf neighbor. I was determined to go there and told my dad about it. He said fine and took me to visit the university. When we go there, I was culturally shocked because everyone was signing. I did not know sign language at that time. I had too much pride as an oralist.

Alternatively, I decided to attend Lake Forest College—a small liberal arts college because I heard that a deaf student went there. I was hoping to be able to see him and therefore be less lonesome. When I got there, I requested that I be excused from attending classes because of my deafness. I was so surprised that professors would excuse me. I always asked my classmates for their notes and I copied them for myself. I often asked professors for clarification or tutorial assistance during their free times.

It was a very rough time of four years for me. Always studying, studying and studying. I had very little time to socialization. I majored in psychology. I had a dream of becoming a superintendent in a school for the deaf.

The turning point in my life was the day when my brother introduced me to Dr. McCay Vernon at the Michael Reese Hospital. For the first time in my life, I had someone to look up to. That was 1968. I did not have any career education at all. I told



MEDICAL CENTER STAFF—This picture taken in 1976 shows the staff of the Mental Health and Hearing Impaired program at St. Paul Ramsey Medical Center. Bob Harris is standing at the left. Other deaf members of the staff were Dr. Steven K. Chough, standing at extreme right, and Linda Nelson, seated first at left.

Dr. Vernon about my dream of becoming a superintendent. He warned me that hearing people might not be ready to accept a deaf person as a superintendent. He suggested that I think about becoming a psychologist. I also asked him if he thought it would be a good idea for me to attend Gallaudet University. He replied that since I was so close to finishing my bachelor studies, I should finish at Lake Forest College. I told him that I would like to go to Gallaudet University as an exchange student like the way hearing students went to Europe to study foreign languages. I rationalized that I would need exposure to the deaf culture if I was to become a good psychologist for the deaf. He agreed with me. I spent one semester in the fall of 1969 at Gallaudet University and had the best time there making a lot of new friends.

I also recall that even though I was majoring in psychology at Lake Forest College, I was very fascinated with the introductory course in economics. I realized that there was a lot of discussion in economic classes. I thought there was no hope for me in the future as an economist or as a businessman. Therefore, I did not bother to pursue further in business-related courses. I was determined to become a psychologist.

I went to New York University in 1970 for a five-year doctoral program in clinical psychology. For the first time in my life, I had interpreting service. I completed the courses in 1973 and moved to Rochester, New York, to work as a psychology intern at the Strong Memorial Hospital. I had to write a federal grant application for funds to develop my own internship program there with assistance from Rochester School for the Deaf, NTID and DVR to refer deaf individuals to me for my practicum purpose.

Career Background

I completed my doctoral study in 1976 and moved to St. Paul, Minnesota, to start my first full-time position as a clinical psychologist for the Mental Health and Hearing Impaired Program at St. Paul-Ramsey Mental Center. I recall that I was very ambitious as a psychologist. I tried to do many things other than working clinically with deaf people. I worked very hard but did not receive any financial compensations other than a regular salary. I felt something was missing. I grew up watching people earn a lot of money. Such people were doctors, attorneys and business people. I became interested in pursuing activities as an investor. I invested money in stock. I also invested money in real estate limited partnerships. Because of the need to communicate with my stock broker and my real estate general partner, I asked them to purchase TDDs. They asked for discounts. I called Krown Research to ask for a discount for quantity orders. Krown Research suggested that I become a TDD dealer for the sake of purchasing TDDs at a 10 percent discount. That happened in 1978 or 1979. I did not bother to go into a TDD dealership as a full-time entrepreneur. I was too ambitious. I wanted to establish a graduate program in clinical and school psychology for the deaf at the University of Minnesota. I applied for a local leadership award from a very prestigious private foundation and won it to spend one year of postdoctoral study at this university with a goal of opening up the new program for the deaf. I was too idealistic. I had no idea that it required monies to open the new program and to pay myself for my teaching and

administrative time. In 1980 while studying as a postdoctoral fellow, I applied for a teaching position in the department of psychology at Gallaudet University. I was offered a position. The salary was one-half of what I was earning as a psychologist. I was too demanding and turned it down. I seemed to view money as the bottom line, overlooking other important considerations, such as intellectual stimulation, opportunities to work with deaf college students and college faculty, free time to write articles, etc. It was probably a bad career decision on my part.

A year later, I was laid off as a psychologist. A few months later, I was hired as a grant writer for three months organization to develop five specific projects including opening up a storefront operation. Again, I was too ambitious and idealistic on my grant proposals. I was not successful with my grant proposals. A few months later, I applied and secured a part-time position as a senior clinical psychologist for a county mental health center in Minneapolis. It was not an exciting position. It was a purely traditional mental health position which required a lot of paperwork to comply with county and state rules for accreditation and reimbursement purposes. In the meantime, all of a sudden, I received a lot of orders for TDDs without doing any advertising or marketing. I could not figure out why. Later, I learned that Northwestern Bell offered a low interest financing program to allow disabled customers to borrow monies to purchase adaptive equipment, such as TDDs, telephone ring signalers or any other telephone-related devices. So, I started to focus more and more on my TDD business. I operated it from my basement of my townhouse. I learned how to develop flyers and brochures. I learned how to pack and ship boxes through UPS. I had to be creative about how to answer voice calls. I contracted with a private service which has a TDD as part of a dual message relay system. I installed two telephone lines in my basement, one TDD line and one voice line. I ordered call forwarding services so that I could dial my voice line to forward all voice calls to the private answering service. I had to learn how to run a bookkeeping system. I found it a lot easier to subscribe to a monthly computer service who does all the bookkeeping for me. I had to be a jack-of-all-trades as a



OFFICE POSE—This one of the most recent pictures showing Bob Harris at his desk at Harris Communications in Minneapolis. Note the array of communication and signaling devices and illustrative wall plaques.

TDD dealer. I really enjoyed doing it a lot. I had a lot of flashbacks about how this TDD business reminded me about my old days as a boy visiting my dad's office on Saturdays. In November 1982, I formed a new TDD distribution company called TTY/TDD Distributor of Minnesota.

The best part of my 1982 business was the fabulous sales I sold at the annual TDD fair. It was a local affair. However, almost all of the manufacturers were represented at the fair. Sales grew every year, ranging from 5% to 50% increase in a year. I was never satisfied with the operation of my TDD business. I always felt that there was a lot of room for further growth in sales. I attended several local business trade shows to pick up any ideas about how booth exhibitors set up their booths, how they presented themselves and how they advertised in their brochures. The most frustrating part about this business was my inability to make telephone calls by voice to reach many places and encourage them to purchase TDDs. I was frustrated and angry at not being able to do it. I knew that I could solve it by hiring an interpreter or a hearing secretary to answer voice calls for me, but it would cost me a lot of money. One way or another, I knew I had to make a decision whether to undertake a risk and contribute my monies to business to hire a hearing person and hope to expand my business. I decided to go for it. In 1985, I subcontracted with a handicraft store to rent a warehouse and pay the personnel on a monthly fee to cover their time in answering voice calls, taking phone orders, packing and shipping products. Sales grew nicely. But, there was one thing lacking. There was no showroom for potential customers to come and look at a wide range of TDDs models, signalers and other everyday living accessories for the deaf.

In the latter part of 1985, I was asked by a manufacturer to move out of my home basement office to an office in a business district and hire a full-time hearing person to work on normal office hours in exchange for an exclusive distributorship in

Minnesota. It was a big capital requirement. It was a very difficult decision for me. In the meantime, I realized that in order for me to have more sales, I had to open up the market and advertise nationally through newspaper ads. I had to learn on a trial basis about how to advertise in the most effective manner while trying to minimize the advertising cost. Also, I realized that I had to change my business name, TTY/TTD Distributor of Minnesota, if I wanted to advertise nationally. If I used this company name, people from other states might think that my company is limited to only customers who live in Minnesota. In November 1985, I announced the change of my company name to Harris Communications and had a grand opening for two months for people to come to my new showroom office and get a free coffee mug as well as register their names for a free drawing prize. It went very well.

Sales continued to grow annually. In 1982, I was a jack-of-all-trades as a TDD dealer using my basement as my home office. In 1985, I had a full-time person working with me. In the summer of 1986, I had to hire a part-time person to relieve the burden of the full-time person. The hearing full-time person used most of her time answering voice calls and taking phone orders. The part-time person, who is deaf, used her time in filling out the orders, packing and shipping them. Now, the deaf person is working full-time. I have a total of two full-time people working for me. I spend about 15-20 hours at the office in the mornings and some additional hours in the evenings at home, I continue to practice psychology in the afternoons.

Future Plans and Goals

I very much enjoy running my own business. I enjoy overseeing it and trying to make the work atmosphere more convenient and cost-effective. I enjoy seeing customers and asking how they feel about being able to access to such a place like my office to look at adaptive equipment in a showroom. I try to listen to their input. I enjoy doing some thinking to identify more



OFFICE STAFF—Harris Communications has, at present, three office staff members. Left to right: Roxy Booth (deaf), shipping/receiving clerk and bookkeeping clerk; Gina Ninnemann (hearing daughter of deaf parents), office clerk; and Daphne Scott (hearing and a former interpreter), office manager.

means of marketing and reaching untapped markets. I enjoy being my own boss. I come to work at a convenient hour and go home at a convenient hour. I wish I could work some evenings at the office; however, I have two kids and try to be home for supper every night. I enjoy the feeling of success as a businessman. In the meantime, I know that I cannot afford to fool around with my moments of success. Several things are happening that might adversely affect my sales. First, my home state, Minnesota, passed a new law last year to distribute free TDDs to hearing impaired people and to establish a statewide message relay service system. This law might hurt my sales somewhat in Minnesota. Fortunately, I was lobbying hard to request that the law has a provision to protect local dealers' private enterprises. It was time-consuming on my part to see that this provision was included in the law. Even though the law was passed, I have to continue spending a lot of time checking around to see that this provision is being addressed.

Second, a large percentage of my sales was generated through a network of dealers across the nation. In the event that the 50 states pass a free TDD distribution program, I anticipate that dealers' business would slow down. Therefore, there would be a domino effect on my sales. I would have to decide soon whether it is worth my time to organize a new business coalition for the hearing impaired so that TDD dealers' private enterprises would be protected. I would have to contact deaf TDD dealers for their feelings and thoughts about the need to establish this coalition.

Third, I must recognize the fact that high technology in the very near future might make current TDDs obsolete. Computers might be the choice of tomorrow for hearing impaired individuals. Is it worth it to change the product line to include computers, software, modems, etc.? Is it worth it to invest more monies to open up a new line of computers and other related accessories?

Fourth, the National Commission on the Education of the Deaf under the chairmanship of Frank Bowe issued a final report to Congress on March 21, 1988. One recommendation was that if the FCC is not willing to make some changes to require that all television sets be modified to include a chip for closed captioning purposes, Congress should appropriate monies to distribute free decoders to hearing impaired individuals. Should this happen, it would have a very traumatic blow on my decoder sales. What should I do about it? I know that hearing impaired needs are greater than my own business interests. I must evaluate my business needs and decide what I should go after in the next few years. Should I lobby against this free decoder proposal? Or, should I support it and request that a voucher system be established so that deaf dealers can participate for a fair share in the decoder market?

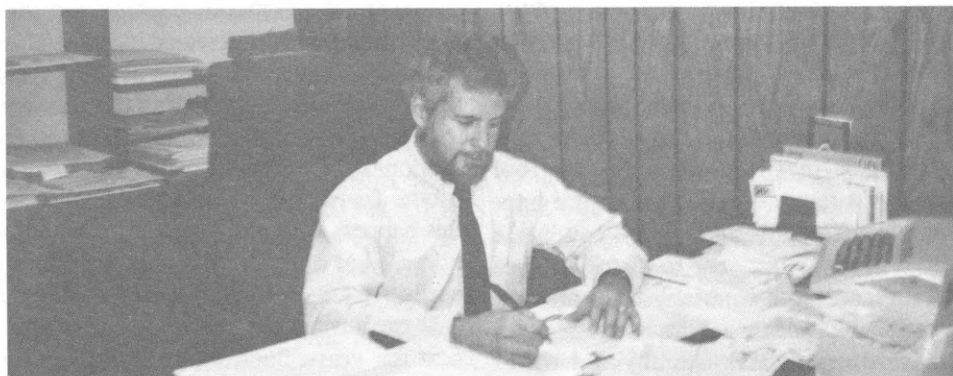
Fifth, I must evaluate the current demand on deafness-related services and/or products to determine whether there is a potential to diversify my business to market services such as, consultation on deafness, opening up a private practice in psychology, grant writing, fund raising, public relations or advertising. This is the way an entrepreneur ought to think. I enjoy doing hard thinking about what the future holds for me. As long as I am doing well on one business, I am willing to undertake a risk in opening up a different business.

Closing Remarks: Thoughts and Recommendations

This is a long article. I am not sure whether reading it gives you a sense of direction about what the future holds for some postsecondary deaf students who aspire to become entrepreneurs. We need to gather more information about other deaf entrepreneurs. We need to send them questionnaires to solicit data about their education and family background, their work-related experiences, their personality traits and other pertinent



COMMUNICATIONS LINK—A deaf entrepreneur dealing with the hearing public must have a vital communications link. At Harris Communications, Daphne Scott serves in several roles—answering the telephone, greeting walk-in hearing persons, interpreting for Bob Harris, her boss, and also communicating with deaf persons on the TDD and in person.



PAPER WORK—No matter how large a staff a deaf entrepreneur may have, he/she must deal with a heavy flow of paper work. Bob Harris composes his own advertising, among other things, at his office desk.

information. We need to analyze data to describe strengths and assets which may largely account for deaf people's decisions to take a risk and open up their businesses. For role modeling purposes, we need to publish a series of books about profiles of deaf entrepreneurs. We also need to bring deaf entrepreneurs to workshops and classes to provide information and advice to deaf students in high school and college to give them a taste of what life is like for a deaf businessman or woman. We need to form a network organization of deaf entrepreneurs for them to meet together on an annual or biennial basis for peer support purposes, upgrading their entrepreneurship skills through workshops and short-term courses and the like.

When I review this article, especially the autobiographical sketch of a deaf entrepreneur, I realize that there are some factors that might have accounted for my decision to open up my business as an entrepreneur. First, frustration has always been a part of my life. Frustration forced me to be creative to minimize it. For example, I recall as a young boy that I had always dreamed of inventing something like a movie in the walls with subtitles moving around the walls for language learning purposes. I never thought that some day a television decoder would be invented to offer closed captioned TV programs. In another example, I always hated looking up in a dictionary and writing down what a word means. I always dreamed that I would be able to type a word and push a button. Then, the definition of the word would show up on the display. Now, we have computers that can do this job.

Second, my father and grandfather were businessmen. I had the opportunity to see how they ran the business. It gave me a dose of career education about what life is like for a businessman. Third, as a boy I always complained that I was wasting a lot of my time in mainstreamed classes, not being able to understand regular teachers because of my deafness. I had no interpreter, notetaker, captioned movies and the like. As a result, I always tried to find a way to kill time. It became a habit of trying to survive on my own. As a result, I like doing things on my own, and, therefore, I liked being my own boss. Fourth, I grew up with kids in upper middle classes with a sense of work ethic. I had to compete to meet standards of excellence. Peer pressure was always a part of me. Fifth, I had a strong educational background. I read a lot of books on my own. Being trained as a psychologist gives me an invaluable asset in understanding

what makes people buy services or products. I learn very quickly why people like my services or not.

As for recommendations, I think the most important thing you can do about it is to plant seeds in young deaf people's minds that they can do almost anything they want to do in life. Always try to challenge the myth that deaf people cannot be entrepreneurs. Bring deaf entrepreneurs to workshops of classes as role models for deaf students. Write books about profiles of deaf entrepreneurs. Organize and establish a new business coalition for the hearing impaired. The bottom line is to make young deaf students feel that they can do it! To quote Frank Bowe:

"The deaf child is typically bombarded with 'can't, can't, can't.' The result is the deaf adult who believes it. I was brought up bombarded with 'can, can, can.' It took me 20 years to believe it." (Frank Bowe, 1973).

Robert I. Harris is the Founder and President, Harris Communications, a national distributor of adaptive equipment for hearing impaired individuals, with a national network of 75 dealers. His business, founded in 1982, has been profiled in the Minnesota Business Journal and Minneapolis Star and Tribune newspaper. Besides his business commitments, he holds two state licenses (Minnesota and South Dakota) in clinical psychology with a specialty in mental health and deafness. He can be contacted at 3255 Hennepin Avenue, Suite 55, Minneapolis, MN 55408. Phone numbers are: (612) 825-8791 (TDD) and (612) 825-5867 (Voice).

The author wishes to acknowledge Mr. Gary Viall for his information about the types of businesses currently owned and operated by deaf entrepreneurs. Mr. Viall is a hearing impaired employee for the U.S. Small Business Administration office. He can be contacted at (202) 653-6702 (V/TDD). His address is: 141 "L" Street, NW, Room 418, Washington, D.C. 20416.

Endnotes

Note 1: An entrepreneur is a person who organizes a business undertaking, assuming the risk for the sake of profit.

Note 2: Many other names of successful deaf entrepreneurs should have been mentioned here. Unfortunately, I do not have information to write down about their business profiles.

Note 3: *Deaf Community News* is a monthly newsletter publication by the Massachusetts State Association of the Deaf.

Note 4: Many other names of successful deaf entrepreneurs should have been mentioned here. Unfortunately, I do not have information to write down about their business profiles.

Minnesota State Academy For The Deaf (MSAD) Achieving Excellence In Sign Language Communication Skills Of Staff: A Progress Report

By
William Newell and Frank Caccamise
National Technical Institute for the Deaf
Rochester Institute of Technology
and
Audrey Tebo
Minnesota State Academy for the Deaf

Introduction

In 1985, the Minnesota State Academy for the Deaf (MSAD) began an integrated staff sign language skills evaluation and development program intended to assist in achieving MSAD's commitment to excellence in communication on campus. MSAD's commitment to ensuring that **all** staff demonstrate designated standards of proficiency in sign language was reported in *THE DEAF AMERICAN* in 1988 by Newell, Caccamise, Tebo and McAdam. As discussed in this article, MSAD committed resources a) to use of the Sign Communication Proficiency Interview (SCPI) for evaluating the sign language communication skills of all MSAD staff, and b) to providing opportunities for staff to develop/improve their sign language skills during work time.

As described by Newell et al. (1988), the SCPI is a one-to-one videotaped conversation in sign language between a candidate and an interviewer (a highly skilled signer who is trained in SCPI methodology). Each SCPI conversation is rated by three SCPI raters using the SCPI Rating Scale (see Table 1), and candidates are provided with an SCPI rating of their sign language communication skills and recommendations for improving these skills as appropriate.

This article a) provides a list of principles that guide the MSAD sign language communication skills evaluation-development program for staff and b) reports the dramatic progress being made at MSAD to ensure a campus environment where students and staff are able to comfortably use sign language for effective communication in all aspects of school life.

Principles for the MSAD Integrated Sign Language Skills Evaluation and Development Program for Staff

The following principles provide an overview of the MSAD integrated sign language skills evaluation-development program for staff:

1. **All** staff are **required** to reach **their** sign language communication proficiency standards within specified timeliness. Standards are based on the type and level of communication required for **each** job position. (See Tables 2 and 3.)
2. Within the time frame for timeliness, staff not at or above their sign language proficiency standards are required to attend sign language classes during the workday.
3. Every effort is made by MSAD to assist staff in reaching their specified sign language communication proficiency standards, with recognition and accommodation for individual



Sally Kramer (right), MSAD librarian, assists Sharon Wilson with an assignment in the library.

learning styles and preferences considered and provided as resources permit. If a staff member does not achieve her/his sign language communication proficiency standard by the end of the specified timeline, the consequence is **dismissal** (unless extenuating circumstances).

4. Staff members achieving their sign language communication proficiency standards are not **required** to participate in sign language skill development activities, **but** they are encouraged and supported in continued development of sign language skills.
5. As part of the interview/hiring process, applicants for MSAD staff positions are sent a letter that specifies required sign language communication proficiency standards and timeliness for achieving these standards.

William Newell, M.S., is Chairperson, Sign Communication Department, Communication Program, National Technical Institute for the Deaf (NTID), Rochester Institute of Technology (RIT), Rochester, New York 14623-0887. Frank Caccamise, Ph.D., is a Senior Research Associate, NTID, RIT. Audrey Tebo, M.P.H., is the Staff Development Coordinator at the Minnesota State Academy for the Deaf (MSAD), P.O. Box 308, Faribault, MN 55021, and she served as Coordinator for the MSAD Sign Communication Proficiency Interview (SCPI) team from the fall of 1985 through the spring of 1989.

6. All staff receive an SCPI within first month of employment, unless staff member has no sign language skills at start of employment. Staff having no sign language communication skills sign a paper stating this, and they are required to attend sign language classes.

7. MSAD provides sign language classes and other appropriate sign language skill development opportunities during regular

work hours until staff members achieve their sign language communication proficiency standards.

8. MSAD, as resources allow, provides opportunities for staff achieving their required sign language communication proficiency standards to continue development of their:

a. Sign language skills

Table 1

**Sign Communication Proficiency Interview (SCPI)
Rating Scale**

RATINGS	FUNCTIONAL DESCRIPTIONS
Superior Plus	Able to use signing fluently and accurately to discuss in depth a variety of social and work topics. All aspects of signing are native like, including breadth of vocabulary and idioms, grammar, colloquialisms, accent/production, and cultural references.
Superior	Able to use sign vocabulary and grammar with near-native fluency and accuracy for all formal and informal social and work needs. Comprehension, vocabulary, and grammar are excellent.
Advanced Plus	Exhibits some superior level skills, but not all and not consistently .
Advanced	Able to sign with sufficiency grammatical accuracy and vocabulary to participate effectively in most formal and informal conversations on social and work topics. Conversation is generally fluent and shared. Comprehension is good, vocabulary is broad, grammar is good, and spontaneously elaborates on familiar topics when appropriate. Able to respond appropriately to unfamiliar topics.
Intermediate Plus	Exhibits some advanced level skills, but not all and not consistently .
Intermediate	Able to satisfy with some confidence routine social demands and work requirements. Demonstrates use of some sign grammatical features in connected discourse. Able to narrate and describe topics related to background, family, interests/hobbies, and work. Although some hesitations, fail to good control of everyday sign vocabulary is evident.
Survival Plus	Exhibits some intermediate level skills, but not all and not consistently .
Survival	Able to satisfy basic survival needs in social and/or work situations. Can ask and answer basic questions and has some skills in creating sign utterances based on learned/memorized sign vocabulary. Can get into, through, and out of simple survival situations.
Novice Plus	Exhibits some survival level skills, but not all and not consistently .
Novice	Basically limited to single sign utterances with vocabulary primarily related to everyday social, question/topic areas such as names of family members, basic objects, colors, numbers, names of weekdays, and time.
0	No functional skills in signing.

Food Service/Dietary

Dietitian I, Supervisor	Intermediate
Dining Hall Coordinator	Intermediate
Cook Coordinator	Survival +
Cook	Survival +
Food Service Worker	Survival +
Laundry Assistant	Survival

Health

Health Coordinator/ Nursing Supervisor III	Intermediate
Registered Nurse	Intermediate
Licensed Practical Nurse	Intermediate
Physical Therapist	Survival +
Occupational Therapist	Survival +
Interpreter	Certified by RID

Physical Plant/Custodial

Physical Plant Director	Survival +
Carpenter	Survival
Electrician	Survival
Painter	Survival
Plant Maintenance Engineer	Survival
Stationary Engineer	Survival
Stores Clerk	Survival
Security Guard/ Night Watch	Survival
Delivery Van Driver	Survival
General Maintenance Worker	Survival

Residential

Residential Program Supervisor	Advanced
Residence Hall Director	Advanced
Clerk Steno	Intermediate
Human Service Technician	Intermediate +
Human Service Technician Sr.	Intermediate +
Special Education Program Assistant	Advanced
Recreation Program Assistant	Advanced
Social Worker	Advanced

School/Academic

Institution Education Supervisor	Advanced
Clerk Steno	Advanced
Special Teacher	Advanced
Special Education Program Assistant/ Teacher Aide	Advanced
Psychologist II	Advanced
Librarian	Advanced
Special Teacher/ Counselor	Advanced
Audiologist	Intermediate +
Speech Therapist	Intermediate +
Audio-Visual Ed./Media Specialist	Intermediate
Behavior Analyst	Advanced
Educational Specialist II/ Resource Center	Intermediate +



Tammy Johnston (left), a Minnesota State Academy for the Deaf student, is greeted by Anne Novotny, school secretary.

- b. Knowledge about sign language, including information about the linguistics of American Sign Language (ASL) and natural sign English (that is, meaning-based English-like signing)
- c. Knowledge about and skills in using sign language to assist students in developing their knowledge and skills in 1) language and communication, 2) personal-social areas and 3) academic areas (math, science, social studies, etc.).

Table 2

**Required Sign Communication Proficiency Interview (SCPI)
Rating Standards by Civil Classification and Work Area
for MSAD Staff**

CLASSIFICATION	REQUIRED SIGN PROFICIENCY STANDARD
Administrative	
Assistant Superintendent	Intermediate +
Superintendent	Intermediate +
Clerk Steno	Intermediate
Business Office	
Account Supervisor	Survival +
Account Clerk Senior	Survival
Clerk Typist	Survival
Personnel Aide	Intermediate

Program Description and Current Status

As discussed in Newell et al. (1988, MSAD conducted an SCPI training workshop for 12 MSAD staff in October 1985. Subsequent to this training workshop, MSAD began evaluating the sign language communicating skills of **all** MSAD staff, and based on these initial SCPI results MSAD began providing sign language skill development opportunities for staff. SCPIs and related sign language skill development opportunities, therefore, have been offered since 1985 on a continuing basis for MSAD staff. As stated in the principles reported in the previous section of this paper, participation in sign language skill development opportunities has been **required** of all staff **not** achieving their designated SCPI sign language communication proficiency standards, and opportunities to enhance and improve sign language skills have been offered for staff who have achieved or exceeded their designated sign language communi-

Table 3

**Sign Communication Proficiency Interview (SCPI)
Rating Level Proficiency Standards and
Timeliness for MSAD Staff**

SCPI Rating Level Proficiency Standards	Timeliness for MSAD Staff (From Start of Job)
Novice Plus	2 Years
Survival	2 Years
Survival Plus	2 Years
Intermediate	2 Years
Intermediate Plus	3 Years
Advanced	4 Years

cation proficiency standards. Instruction provided for staff has included a) basic through advanced sign language skills instruction, b) ASL, natural sign English and use of sign language and speech together (simultaneous communication), c) information about Deaf Culture and d) information about the use of sign language in the classroom. Basic sign language classes use the Basic Sign Communication Curriculum (Newell et al., 1985), with intermediate through advanced classes utilizing primarily teacher-prepared materials designed to address individual needs. From the fall of 1985 through spring 1989, MSAD had two full-time and two part-time sign language instructors to provide required instruction to all MSAD staff below their required sign language communication proficiency standards.

Results

As shown in Table 4, from 1985 through 1989 MSAD staff have made steady and dramatic progress in achieving or exceeding their required sign language communication proficiency standards. At the initiation of the MSAD integrated sign language evaluation-skills development program for staff in 1985, 34.8% of all staff were **at or above** their designated sign language communication proficiency standards, with this percentage rising to 61% in 1986 and 76.4% in 1987. In 1989, 93.7% of MSAD staff were **at or above** their designated sign language communication proficiency standards, an increase of 58.9% since the "initiation" year of 1985. The nine staff members below proficiency in 1989 are employees hired after 1986 who are in required sign language classes at present and are expected to reach their proficiency standards within timelines specified in the MSAD policy.



Helen Lang, MSAD LPN, discusses a health concern with Brad Nordhausen, a student.

Table 4

Number (N) and Percentage (%) of Minnesota State Academy for the Deaf (MSAD) Staff Above, At, and Below Sign Language Communication Proficiency Standards, 1985-89

YEAR	ACHIEVEMENT RELATIVE TO SIGN PROFICIENCY STANDARDS						TOTALS
	ABOVE		AT		BELOW		
	N	%	N	%	N	%	
1989	40	28.1	93	65.5	9	6.3	142
1988	41	27.0	89	58.5	22	14.5	152
1987	37	26.1	70	49.3	35	24.6	142
1986	32	23.5	51	37.5	53	39.0	136
1985	25	22.3	14	12.5	73	65.2	112

Conclusion

In 1985, MSAD began a program intended to assist in achieving excellence in staff sign language communication skills. Between 1985 and 1989, steady and significant progress has been made toward achieving MSAD's goal of a campus environment where students and staff are able to comfortably use sign language for effective communication. MSAD has made dramatic progress toward achieving this important goal through a commitment to staff participation in an **integrated** sign language communication skills evaluation and development program. The positive effects of this commitment is evident in a 1989 letter from Greg Desrosiers to the authors following participation of Greg and his wife, Linda (Meier) Desrosiers (MSAD alumna, '72), in the 1989 MSAD homecoming celebration:

Inevitably . . . we interacted with several MSAD staff, conversed with them on a one-to-one basis, and used Ameslan (American Sign Language) to test their receptive abilities. With astonishment, their quality of conversation with us was well received and better than our past visits over the years . . . (We) believe that evaluating the faculty and staff can make a big difference and contribute to a better educational environment for the deaf.—(Desrosiers, 1989)

Hopefully, the **continued** commitment of MSAD to staff participation in integrated sign language communication skills evaluation-development opportunities will maintain an environment of effective communication among MSAD staff, students and alumni and serve as a model for other academic programs serving deaf students.

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Jacobs Hall, oldest structure on the Kentucky School for the Deaf campus, houses the school's museum.

Opened in 1823 . . .

Kentucky School For The Deaf

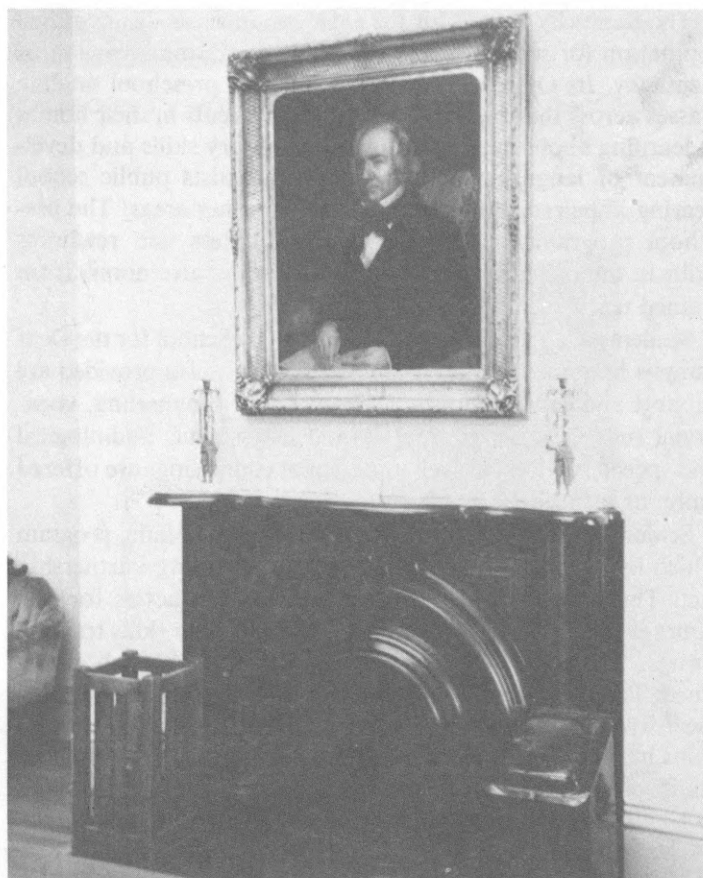
Jacobs Hall Museum

Historic Jacobs Hall, on the campus of the Kentucky School for the Deaf, is the site of the school museum. Four large rooms house many interesting items of the school's illustrious past.

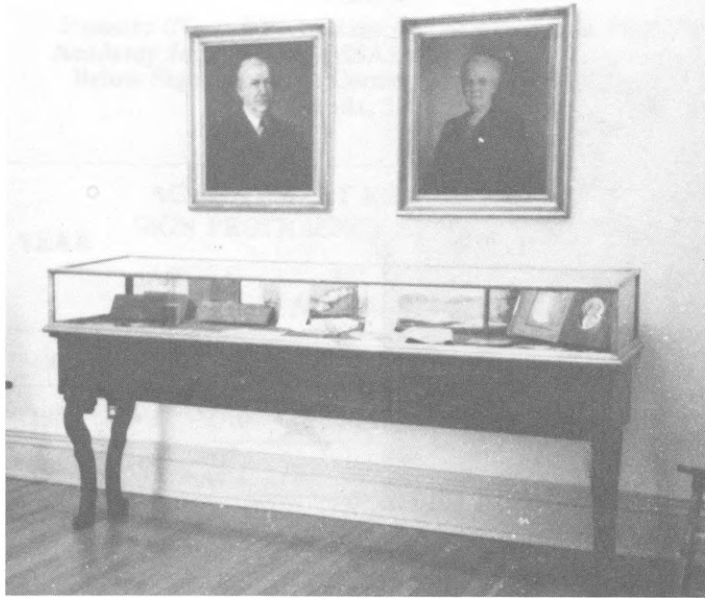
The building itself is a magnificent structure, built between the years of 1855-57 as a girls dormitory and residence for the school superintendent. Its unique spiral staircase ascends four floors to a cupola. The center stairwell enabled students to converse from one floor to the next (or so the story goes). Well-known architects, Thomas Lewinski and John McMurtry, designed and built the building with its Italiante detailing, which is reported to be the first such building designed especially for a school for deaf students.

The thick walls of the building are brick, based on a foundation of Kentucky limestone with front and rear verandas of the same stone. Some of the well-worn limestone steps were replaced when the exterior was given a face-lift in 1978. The interior renovation has been completed, also. The rooms have 14-13-12-11 foot ceilings (diminishing one foot on each succeeding floor), extremely tall windows and fireplaces in each room. The building has offices for the superintendent and volunteer services coordinator, and the superintendent's residence on the second floor.

Furnishings of the museum rooms are period pieces dating back to the early days of the school's opening in 1823, KSD being the first state-supported school for the deaf in the nation and the first school for the deaf west of the Allegheny Mountains. Also, the Kentucky School for the Deaf was the fourth school established in the nation for deaf children. Students from surrounding states were allowed to attend KSD for many years until these states set up similar schools.



A portrait of Laurent Clerc hangs above an antique fireplace.



Portraits of Dr. George M. McClure, Sr., and Carrie McClure hang over a display case.

The KSD museum is located on the first floor of Jacobs Hall and is open to the public during office hours, Monday through Friday (except holidays) from 8:00 a.m.-4:30 p.m.

Program Description

The Kentucky School for the Deaf continues its distinguished reputation for serving deaf children of the Commonwealth of Kentucky. Its Outreach Services consists of preschool satellite classes across the state; SKI*HI serving parents in their homes in learning about hearing aid usage, auditory skills and development of language; and the program assists public school hearing impaired classes and teachers in other areas. The preschool programs provide basic pre-readiness and readiness skills in the mornings and home visits in the afternoons from trained teachers.

Students K-12 are served on the Kentucky School for the Deaf campus in academic and vocational subjects; also provided are support and extracurricular services. Career counseling, vocational rehabilitation counseling and assessment, audiological and speech services, as well as personal counseling, are offered daily, or as needed, by trained professionals.

Senior students participate in an on-the-job training program which is federally funded under the Job Training Partnership Act. These students work at various local businesses for two hours every day, and are enrolled in employment skills training classes. Through this program, they gain valuable job experience. The school has begun an innovative cooperative arrangement with several businesses in the community whereby the students in each department are given appropriate help by employers in order for the students to have an appreciation of the work ethic and a better understanding of the world of work.

The Special Resource Department provides services for those students who are unable to follow the regular course of studies, due to special problems other than deafness. Special materials and surroundings are designed to meet the varied needs of these

deaf multiply handicapped individuals. The program is designed to prepare them for independent or semi-dependent living or transition into regular classrooms.

The dormitory life program emphasizes living skills, recreation, free time activities, studying, self awareness and deaf awareness. High school residential students live in an apartment dormitory and share responsibilities of that lifestyle. Leadership development and training are encouraged through clubs, recreation and sports.

Upon graduation, every KSD student has accumulated a variety of academic, social and personal experiences that will form the foundation of a meaningful life in whatever pursuits he or she might choose. The school's goal is to make that foundation as strong and secure as possible.



A "standing" secretary is one of KSD's prized mementos from early years.

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The museum has dedicated one room to John Adamson Jacobs, the first trained teacher of the deaf at the Kentucky School. A Centre College graduate, Jacobs rode horseback to the American School for the Deaf in Hartford, Connecticut, to learn the methods of teaching deaf students from Laurent Clerc and Thomas Hopkins Gallaudet, riding home several months later with a letter of commendation to Superintendent John Kerr. Later, Jacobs became principal and then the third superintendent of the school, a post he held for 34 years. One of the descendants of J. A. Jacobs recently contributed two walnut corner cupboards in which is displayed some of the Jacobs' china. His portrait hangs in the "Jacobs Room."

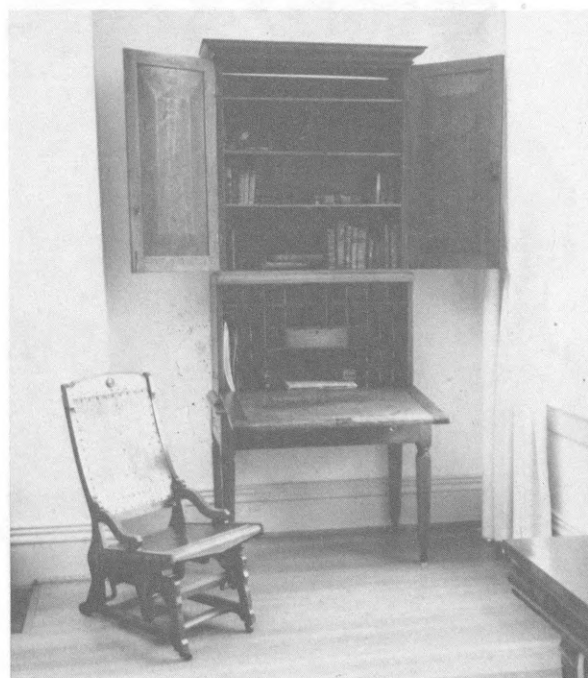
Another room is known as the Gallaudet/Clerc room, named for Thomas Hopkins Gallaudet, "Father of Deaf Education," and Laurent Clerc, the first deaf teacher who introduced sign language to America. This room is a repository of pictures, teaching materials, important historic documents and books. The school is especially fortunate to have excellent oil paintings of both Gallaudet and Clerc.

The third room is named for another Kentuckian, Dr. George Morris McClure, Sr., a deaf educator and editor of *The Kentucky Standard*, KSD's school news magazine. He taught at the Kentucky School for 57 years and was editor of the school magazine for 60 years. Several years ago his son, Dr. George McClure, Jr., a Danville physician, gave his father's letters, papers and items of interest to the school museum. Dr. McClure had contacts with most of the deaf educators of his day and his correspondence with them are of special interest. Dr. McClure had honorary degrees from Centre College and Gallaudet College in recognition of his significant contributions to deaf education.

The fourth room is dedicated to the KSD alumni for the housing of significant artifacts, pictures, antique shop tools, furniture and other items made in the vocational shops, as well as hearing aids and auditory equipment of yesteryear.



This secretary was made by Dr. George M. McClure, Sr.



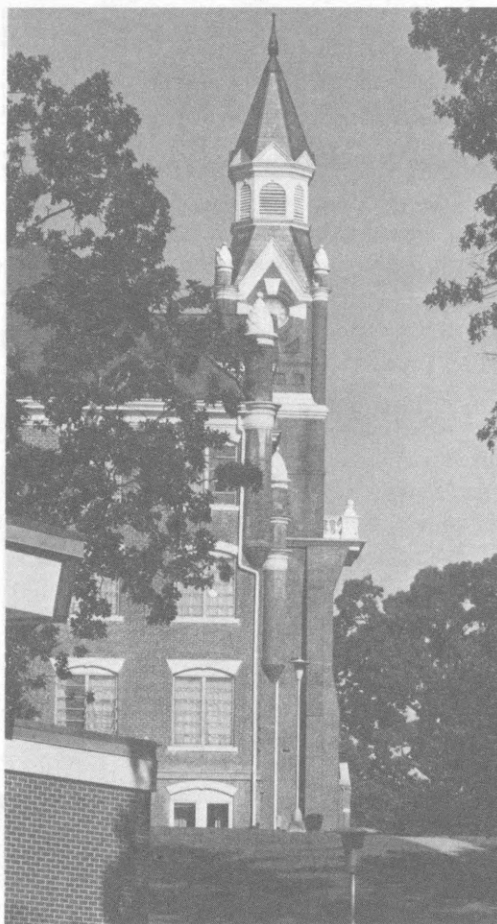
Left: These chairs and the china in the corner cabinet were used by Superintendent Jacobs. Right: This secretary and its companion chair were made by KSD students, date unknown.

Beginnings in 1845 . . .

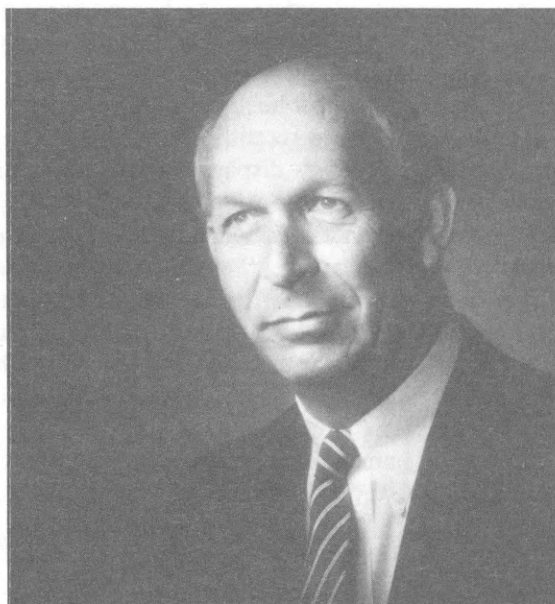
North Carolina School For The Deaf

The North Carolina School for the Deaf Historical Museum is located off the lobby of the Main Building. The museum was dedicated to the Rusmisell family. During the April 26, 1977, dedication ceremonies, Dr. Ben Hoffmeyer, the former NCSD superintendent, was the guest speaker. In his address he alluded to the fact that the Rusmisell family has been a most valuable asset to this school's growth and to its well-being. With an accumulation of over 110 years of service, the family has witnessed through generations much of the school's history. Since early 1937, there have been some Rusmisell members on the staff. Even today the school has another Rusmisell staff member.

The museum contains memorabilia dating from the first days of classes at the institution in 1894. Newspaper clippings and photographs of the earliest students and faculty line the burlap-covered walls, continuing in chronological order to the present. Glass and wooden shelves display artifacts such as a uniform from around 1916, when male students received military instruction. The massive 81-year-old bell that once hung in the campus service building and tolled on special occasions stands out among the collection. The museum is compact because it was intended to deal with specifics—the most important events.



North Carolina School for the Deaf's main building as it appears today.



NCSD Superintendent Rance Henderson.

The articles which depict the history of NCSD were either found on campus or donated by local citizens.

Some of the highlights of education of the deaf in North Carolina are: in January 1845, W. D. Cooke was employed to establish a school for the deaf in rented quarters in Raleigh . . . in 1846-47, the General Assembly provided funds for new buildings . . . in 1849, students were admitted . . . in 1850, vocational instruction was established . . . in January 1869, the first school for the colored deaf in America was opened . . . in 1891, land for a new campus for the deaf, separate from the school for the blind, was bought in Morganton. In 1894, the school for the deaf in Morganton was opened.

Since NCSD in Morganton first opened in 1894, it has had a teacher-training program. A nationally accredited program, it is affiliated with Lenoir-Rhyne College in nearby Hickory on the undergraduate and graduate level.

The 21-building NCSD campus is situated on a rolling 225 acres. Its most recognizable feature is the clock tower in Main Building, which is the oldest building on campus and was the only building when the school opened.

During its long 94-year history, NCSD in Morganton has been served by only four superintendents. This would seem a remarkable record. Dr. Edward McKee Goodwin, who was the guiding force in the establishment of the school and is called the father of NCSD, served as its first superintendent until 1937 when he was made superintendent emeritus in May. He died two months later at the age of 78.

Dr. Goodwin's son-in-law, Dr. Carl E. Rankin, who had been assistant superintendent, became the next superintendent. He served until 1955 when he resigned to organize and head up the department of psychology of Gallaudet College (now Gallaudet University). He passed away some years ago.



The old barn on the NCSD campus in the days when students helped with milking and raising food.

Succeeding Dr. Rankin was Dr. Ben E. Hoffmeyer, one of the outstanding educators of the deaf in the United States. He resigned as superintendent at NCSD in 1970 to become executive director-headmaster of the American School for the Deaf in West Hartford, Connecticut.

Dr. Rance Henderson stepped in as the fourth superintendent. Prior to coming to NCSD, he served five years in the U.S. Navy and taught language/social studies and coached at the Oregon State School for the Deaf in Salem for three years. He then was elevated to the position of principal of the high school and vocational departments. He graduated from the National Leadership Training Program at California State University, in Northridge, in 1967, served as director of the West Suburban Association for the Hearing Handicapped in Lombard, Illinois, and taught in the teacher training program at DePaul University in Chicago. When he moved to NCSD, he began a new state-supported program of preschool education for the deaf (ages five and under) at numerous locations throughout North Carolina.

Anecdotes

1. During the Civil War, the Institution for the Deaf and Dumb in Raleigh was kept open continually, and during the last year of the Civil War the pupils in both departments—the deaf and the blind—made or filled cartridges for the Confederate Army, printed Confederate money, did shoe repair and tailored uniforms.

2. During the early years the school cultivated about 100 acres of land. Besides facilitating teaching agriculture, the farm furnished considerable food supplies. Students grew much of their own food and even had to milk cows before school.

3. History was made when a school for the deaf football team flew out of state for a game. This was an experience the NCSD Bears had one weekend in October 1968, when they flew to Lexington, Kentucky. They went on to Danville by bus to play against the Little Colonels of the Kentucky School for the Deaf. The team, accompanied by their coaches, the principal and the dean of students, took off in a chartered plane in the



When the North Carolina football team and staff members flew to a game with the Kentucky School for the Deaf, it was a FIRST.

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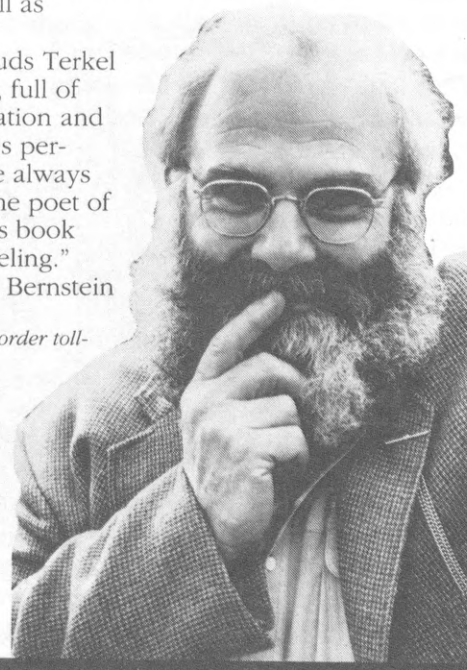
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NCSD's main building in bygone days was noted for its picturesque porches.

rain from the Hickory airport at 8:30 a.m. on that Saturday morning.

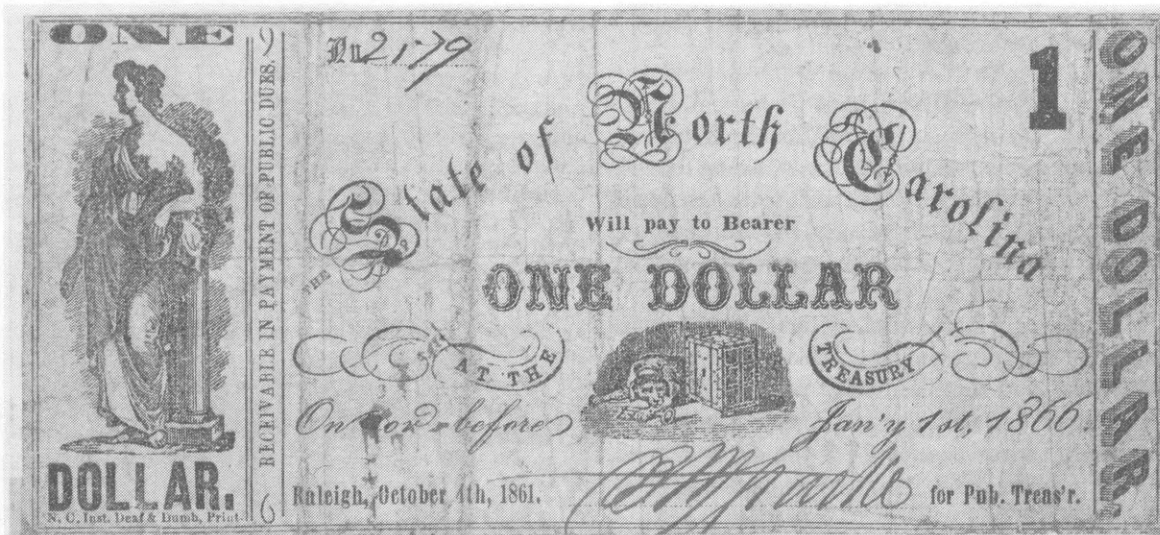
4. The Main Building of NCSD has been entered on the National Register of Historic Places in Washington, D.C. Provisions of the National Historic Preservation Act of 1966 encourage the identification of buildings which are significant in American history, architecture, archeology and culture. The act states that properties listed deserve to be preserved by their owners as part of the cultural heritage of the nation.

According to oral tradition, Dr. Goodwin had very definite ideas for the main building which was created by legislation in the North Carolina General Assembly in 1891. When he went to Raleigh to receive the money for the building's construction, he

was given less than the amount it would take to create the structure about which he had dreamed.

The state apparently assumed that Goodwin would alter his plans and make the new building somewhat less grand than originally planned, but Goodwin was undaunted by the lessened funds and began construction exactly as planned.

The money he was given was enough to build a basement and most of the first floor. When the funds were depleted, Goodwin returned to Raleigh, showed state officials his architectural plans and demanded the amount of money it would take to complete the work. He got his way!



A Confederate dollar bill printed by the North Carolina School for the Deaf in 1861. This historical item donated by Ben and Vera Hoffmeyer in 1977 is on display in the school's museum.

The Ohio School For The Deaf

The birth of the Ohio School for the Deaf was tied to Ohio's early commitment to education for **all** children. The 1803 State Constitution states, "Religion, morality, and knowledge . . . and the means for instruction shall forever be encouraged by legislative provision."

The Reverend James Hoge was primarily responsible for the creation of the public facility in Ohio for the education of deaf persons. Dr. Hoge was moved by a letter he read from the Pennsylvania Institution for the Deaf, which invited Ohio to send its deaf children across the state line for educational purposes on a tuition basis. Consequently, an enumeration of deaf persons in Ohio was undertaken in 1823, which at Dr. Hoge's urging culminated in the conceptual establishment in 1826 of an Asylum for the Education of the Deaf and Dumb.

In 1827, the Ohio Legislature, changing the facility's name from the Asylum to the Institution for the Education of the Deaf and Dumb, created a Board of Trustees to facilitate the founding of the Institution. Reverend Horatio N. Hubbell was appointed teacher/superintendent of the Institution in 1828 and was sent to the American Asylum in Hartford, Connecticut, for specialized training in sign language and methods of instruction for the deaf. Rev. Hubbell's eighteen-month training period cost the Board \$394.83, in addition to his \$500 per year salary.

It was soon determined that the city of Columbus would be the location of the Institution due to its centrality and its close proximity to the State Legislature. As a result, about ten acres of land was purchased for \$300.

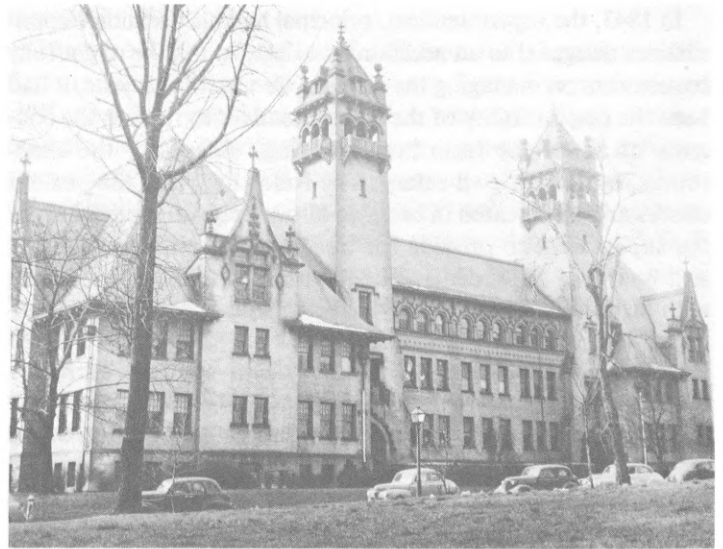
Because Ohio revenues were generally being absorbed by the construction of canals at that time, the legislature did not immediately authorize the building of the Institution. Rather, a small house was rented on the corner of Broad and High Streets in Columbus. Reverend Hubbell's first pupil was Samuel Flenniken, a twelve-year-old boy from Franklin County. By 1831, Reverend Hubbell was assisted by two more instructors at the Institution in order to serve the 20-25 students. The Ohio Institution became the fifth residential school for the deaf in the United States.

Between 1829 and 1834, instruction was provided in three more different locations.

In 1830, the Board of Trustees fixed \$80 per annum per pupil as the rate which would be charged to parents/local communities to cover the costs of tuition, room and board and incidental expenses. It was, however, also decreed by the Ohio Legislature that one indigent pupil from each of the nine judicial districts might receive a free education for three or four years at the Institution. Children could be admitted to the Institute at age twelve and remain for the five-year educational program.

While the students' classrooms were housed in the various locations mentioned previously, the female children were boarded at the home of Miss Jane Nashee at the rate of \$1.25

This article was prepared by the staff of the Ohio School for the Deaf under the direction of Superintendent Richard A. Harlow and Principal Janet Gordon.



This 1868 school building housed Ohio School for the Deaf students until 1953. Modern renovations to this structure permits its used today by an insurance firm on the edge of Deaf School Park, 10 acres of greenery in downtown Columbus.

per week. The Board also furnished furniture, fuel and candles. The teacher and the male students lived in a room adjoining the classroom.

In 1832, a new facility was erected on East Town Street for \$15,000. The main building was three stories high, 50 feet by 80 feet. A barn and several outbuildings were also built. The facility was designed to accommodate 60-80 pupils and, at the time, was supposed to meet the needs of the population for many years to come. The Institution for the Education of the Deaf and Dumb moved to its East Town Street location in 1834 and remained there, with additions and reconstruction, until 1953. Children were both taught and housed on the Institution grounds, which necessitated the creation of the position of matron to care for the children during out of school hours.

Initially, the only vocational training provided to the students was to use the boys to cut wood for fuel and to maintain the grounds, including farming and the operation of a small orchard. The girls assisted in household duties. Commencing in 1838, several trade shops were established and furnished with work tools. The shops were housed in a two-story brick structure, 60 feet by 20 feet, built at a cost of \$1,431.46. Private tradesmen were used to instruct the students, whose labor was offered without charge in exchange for the instruction. Shoemaking and a machine shop were among the first vocational areas.

It is interesting to note in Rev. Hubbell's superintendent's report in 1838 that he stressed the importance of educating the deaf and strongly advocated sign language. He stated that the great difficulties faced by deaf educators are the teaching of English idioms and the lack of availability of suitable text-

books, needs still common to instructors in 1989. Unlike public schools of the time, the school term at the Institution began in October and extended through July. The annual budget was listed at about \$8,000.

In 1843, the superintendent/principal had his teaching responsibilities delegated to an additional teacher, so that he might fully concentrate on managing the school. Also, until this year, it had been the responsibility of the superintendent to furnish the contents of all of the Institution building, except for the classrooms, out of his own salary. The following year, the position of steward was created in order to allow a person separate from the superintendent to provide for building maintenance, housing and boarding of students. The addition of the steward, along with his family, at the facility affected what was already developing into an overcrowded building. Therefore, in 1843 the Board of Trustees sought \$10,000 from the legislature for additions to the present structure.

The oral-manual controversy comprised a large section of the Superintendent's Annual Report in 1844. It was at this time that Horace Mann, the famed American educator, had written of his observations of the oral classes in Germany, advocating exclusive use of oralism in American as well. Dr. Hubbell, however, cautioned against drawing conclusions about the speech skills of the adventitiously deaf and reminded the reader of the advantages of a visual-gestural language system. The Ohio Institution was responsible for the training of many deaf educators during this era. These educators were subsequently employed at newly-founded residential schools west and south of Ohio.

Starting in 1845, a new building was erected on the Institution grounds for approximately \$3,000, with an additional \$3,000 being spent for heating apparatus and furnishings. One hundred four students were enrolled in the facility in 1845; however, the new wing increased the school's capacity to 150 students. Other improvements of the era included the replacement of tallow candles by "coal oil" at the Institution.

An 1850 account of daily life at the school indicated the following schedule of activities: The children were awakened at about 5:00 a.m. so they might eat breakfast, family-style, with all teachers and "officers" (administration) in attendance. Students then completed all "household" chores, following by a

study hall until 8:30 a.m., supervised by responsible students. Recess lasted until 9:00 a.m., at which time all of the students and staff congregated in the chapel for prayers. The one hundred students then went to one of six classrooms for instruction. After lunch, the children returned to their classrooms to study until 4:00 p.m. (School was also held on Saturday mornings.) The boys worked on the grounds at various duties, and the girls sewed from the time school ended until supper at 6:00 p.m. The students studied once again in the evening.

Structural and instructional changes continued to occur throughout the latter half of the nineteenth century. Gas lights replaced "coal oil" as an illumination element. Deaf tradesmen were hired to instruct students in the vocational shops, rather than their hearing counterparts who seemed to lack the communication skills and understanding necessary to teach deaf students. The first female teacher was employed in 1866. The 1868, a new main building of Franco-Italian architecture, having towers, steep roofs and dormer windows, replaced the dilapidated 1834 building. Printing, bookbinding and publication of a daily newspaper, *The Ohio Chronicle*, were added to male students' curriculum, while a Sewing Department taught mending and handiwork to the girls. Male teachers provided religious instruction on Sundays. In 1870, the age of admission was reduced to ten years, lip reading and articulation instruction were initiated at the school and the Alumni Society was founded. Rugby and baseball teams were popular at the school. Capital improvements included a 40-foot diameter fountain constructed on the front lawn, a greenhouse/conservatory, and a new vocational building, which housed new shop areas of carpentry, cabinet-making and tailoring. In addition, plumbing (involving the installation of marble and tile in the lavatories) was completed; steel ceilings were installed in the student wings; and plastering and painting (instead of calcimine treatment) became popular for use on the walls. A new school building, a gymnasium and an electric light plant were completed in 1899.

The beginning of the twentieth century saw the school's highest attendance—532 students in 1904. The school's name was officially changed to the Ohio State School for the Deaf and its operation was placed under the State Department of Education. A fireproof hospital was erected in 1906 at a cost of nearly



This is one of the 1950-style buildings on the present campus of the Ohio School for the Deaf. It has abundant space outside for recreation.

\$30,000. A complete system of hot water heating was installed. Direct current electrical motors were replaced by alternating current models. A new well with a 40-inch pipe replaced one with a 10-inch pipe. Dr. Robert Patterson, the principal who lost his hearing at twelve years of age, developed the school's first formal curriculum. Separate classes for oral and manual (sign language) students were taught.

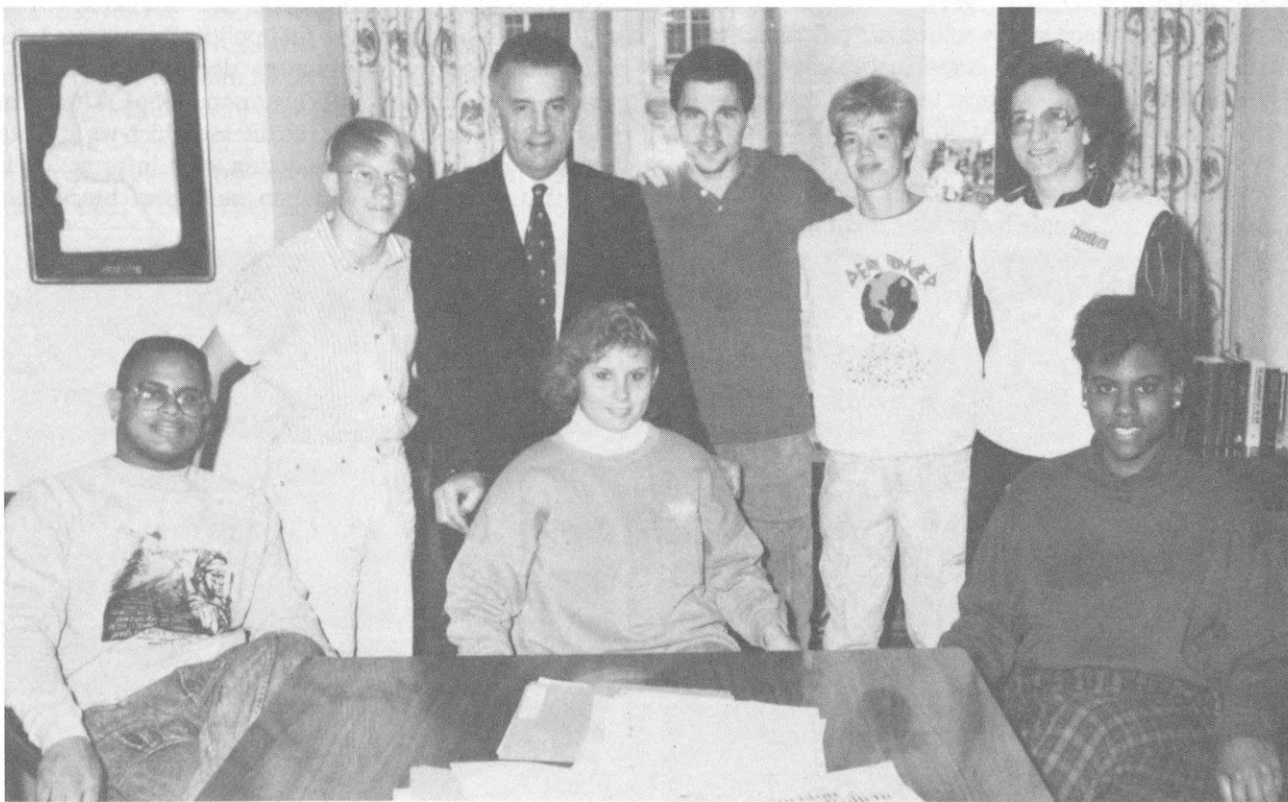
In 1941, the concern of school administrators and the Ohio Legislature that the East Town Street school buildings were in such disrepair that a commission was established to investigate the need for a new facility. As a result, 235 acres was purchased on the far north side of Columbus. This site, originally a golf course, contained wooded areas, grassy knolls and a lovely ravine with a wide stream and would soon be the location of the Ohio School for the Deaf and the Ohio State School for the Blind. Construction was delayed until after World War II and the state highway projects were finished.

The modern campus eventually contained eleven buildings with "cottage style" housing for students. Staff members finished painting the interior walls of the classroom prior to the opening of school in 1953. Outreach projects, such as the Evaluation and Medical Clinics, which began in 1960, and the Parent Child Program (early intervention for preschool children and their parents) started in 1968, provided valuable services statewide. The vocational training program became state certified and was expanded to include auto body repair, business of-

fice education, printing, masonry, graphic arts, auto maintenance and commercial baking. Special support services included speech therapy in 1969, auditory training using newly purchased hardware Suvag trainer units in 1970 and occupational therapy in 1972.

The school now educates 130 full-time and 17 part-time students ranging in age from 5 to 22 years. Forty-five professional staff members provided instruction and specialized services (speech therapy, occupational therapy, psychological services, counselling, instructional media, computer instruction, physical education, art instruction, audiology and behavior management). A 16-bed health clinic with registered nurses and staff physicians provides a full range of care. During after school hours, students participate in intramural sports, clubs, cheerleading and recreation activities planned by staff.

The Ohio School for the Deaf was established in 1829 to provide specialized instruction for deaf students. That mission has not changed. The school's philosophy states, "Only through education can the American heritage, the right to life, liberty, and the pursuit of happiness be enjoyed all segments of this and succeeding generations . . . and that "every child, irrespective of individual differences and all other considerations, may as a birthright expect every opportunity for total personality development." This belief will carry the work of the Ohio School for the Deaf into the twenty-first century.



CLOSE UP PARTICIPANTS—Six Maryland School for the Deaf students participated in the week-long 1989 Close Up program in Washington, D.C., and Williamsburg, Virginia. They attended a Senate committee meeting chaired by Maryland Senator Paul Sarbanes. Standing, left to right: Kevin Sanderlin, Senator Sarbanes, Tim Monigan, Richard Hall and Marsha Payne. Seated, left to right: Brian Rogers, Brenda Shaffer and Ann Smith. Other deaf schools represented at the 1989 Close Up were California, Connecticut, Kansas and Michigan.

Deaf Homosexuals And Aids

By JUDITH A. GIBSON

Research Assistant, Department of Psychology and Psychobiology
Western Maryland College

Deaf homosexuals are an extremely suppressed group. Deafness is seen different by all people. Some react to it by being overprotective, while others express aggression. The deaf are often unsure why they are being treated these ways because of the communication barrier. Instead of being seen as the minority group they are, homosexuals are viewed as outcasts of society. They are often met with violent discrimination with whatever they try to accomplish. Actually, homosexuals want to reach the same goals as heterosexuals. A study, conducted by Peplau, showed the only major difference between the two groups concerning relationships was that homosexuals were not tied as formally to their lovers because society does not allow it. Therefore, unsatisfactory relationships split sooner. Everyone wants long lasting relationships with that one special person (Peplau, 1981). Since the exclamation of AIDS, prior acceptance of homosexuals is being questioned. Parents, who have dealt with their child's choice of sexuality, have had to rethink the situation, (Robinson, 1987). Public bias has intensified because people are blaming gays for the disease instead of seeing them as one of its major victims (Woolman, 1981).

AIDS has a major place in any subject we talk about today. This author is relating it to deaf homosexuals because they are a part of one of the major risk groups, but anybody who engages in risky behavior can become an AIDS victim. AIDS is a disease caused by HIV, Human Immunodeficiency Virus, or the AIDS virus. It may live in the body for years before the actual symptoms appear. It affects people by making them unable to fight

off other diseases. There is presently no cure for AIDS but medicines such as AZT have prolonged the lives of some afflicted with AIDS. There is no preventive vaccine for uninfected people and researchers believe there will not be one for many years. Many people are not educated, miseducated or apathetic towards the disease. This is part of the reason it is being spread so quickly. Everyone should become educated about AIDS. Workshops, literature, speeches and informal discussions are offered in most communities which should be taken advantage of by all.

AIDS was introduced into the public eyes very badly. When the first case was reported in 1981, not much concern arose. Then, when more people became afflicted with the disease and it became more serious, the media, trying to find out more about what was happening, questioned the wrong people. Senators, public officials and medical people, who were all uninformed, used language that established biases against the disease before anything was truly known (Glassman, 1989). Later research and more cases proved most of these answers wrong, but they were remembered and internalized by the public. "AIDS is becoming the first politically protected disease in history because the government does not want the at-risk groups' rights violated," (Williamson, 1986). This means that other seriousness surrounds the disease which we are totally oblivious to at this time. Considering what information is available, that is really scary. When most deaf heard about this



Informative pamphlets about AIDS are published by the United States Department of Public Health and Center for Disease Control.

disease, they heard it was homosexual's and druggie's disease and did not think any more about it. When it was mentioned again, they thought they knew about it, so whatever said was ignored. They missed the constant verbal exposure that the hearing received. In *Gallaudet Today*, an entire issue was dedicated to AIDS education. It gave portraits of four deaf gays, three of whom tested positive for the HIV virus (Walter, 1989). All four were sexually active and did not practice safe sex. "Fred" said he had a difficult time trying to understand the long medical terms and was too ashamed to have an interpreter. "Tommy" was prepared for the blow subconsciously. He was the only one out of four that told his parents about the test and its results. "Harry" was like "Fred" except he used an interpreter but was still confused about the language the used by the doctor. "Frank's" test results were negative. He took two years in making the decision to be tested because he was so afraid. They all confirmed that more workshops should be opened to deaf persons.

Many services are already available to anyone who needs help. The easiest is perhaps the hotlines that are advertised on television, the radio or on billboards. These people can lead you in the right direction if they can not help you directly. Most of these places have TTY or TDD numbers, interpreters at meetings if notified in advance, and make their television programs available to the deaf by closed captioning. The first organization research is called Health Education Resource Organization, nicknamed HERO. HERO was founded in 1983. They commented that a TDD was available for six months but hardly any calls were received, so they removed it. They had one hearing impaired client that came regularly, but he moved and they have not had any others like him since. They do not offer interpreters at meeting because there is no need for them. Montgomery County Health Department, referred to as MCHD, provides services for county residents. MCHD is sponsored in part by a group called Deaf Pride. They have a TDD and provide interpreters when necessary for meetings and counseling sessions. They, also, had only one hearing impaired client who came in on regular intervals. The National AIDS Hotline, which stated in 1986, is the most advertised number. They publish many pamphlets which prove to be very educational. They began with a TTD and receive "their share" of calls. The fourth hotline is the Gay Men's Health Crisis which was founded in 1981. Along with their services, the operators stressed that there was a strong emphasis for the deaf because the demand was high. He said they began their program with no services for the deaf but added them on later.

It was not surprising to find that deaf homosexuals do not take advantage of the services provided since the hearing do not either. The next few years should be crucial to determining bonding within homosexuals. They need to communicate to the world about themselves, and reasons to not blame them for America's most deadly disease. The AIDS virus has infected on and a half million people and, of the reported cases that the Public Health Service has received 58 percent have resulted in death. Researchers have been working for six years without success trying to find a cure. What will happen in the future is sure to be interesting. If a cure is found, will homosexuals finally gain acceptance? If not and the disease kills many more people, will more violent discrimination be seen against homosexuals and other risk groups? One can only wait and see.

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- Health Education Resource Organization, Baltimore, Maryland, 1-800-638-6252.
- National AIDS Hotline, East Coast, 1-800-342-AIDS.
- Montgomery County Health Department, Rockville, Maryland, (301) 217-7681.



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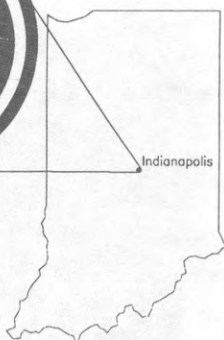
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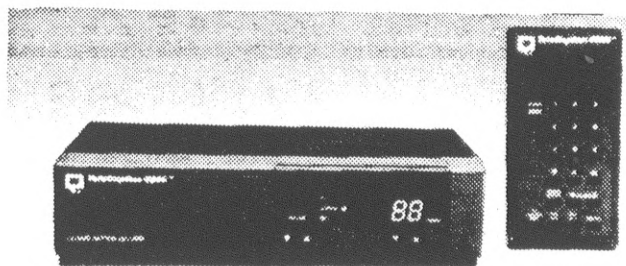
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